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ABSTRACT

A practicum project proposed a series of solutions to the lack of sufficient funding for a centralized child care social service department. Political advocacy and lobbying efforts, accountability, needs assessments, coordination and collaboration, knowledge of funding sources, and the development of a comprehensive fund-raising campaign were all strategies suggested for acquiring more appropriate program funding. A three-part strategy was implemented to acquire client supplies for a social services agency serving a county of 219,313 residents. The Practicum identified ways to acquire needed client supplies, determined appropriate fund-raising strategies to meet client needs, and informed the agency's Board of the need for and purpose of appropriate fund-raising, requesting that the Board undertake recommended fund-raising strategies. As a result of the implementation strategy, all needed client supplies were either acquired, promised, or earmarked for solicitation by specific, identified sources. (Eight appendices include a copy of the agency organizational chart, request list for client supplies, agency budget, and calendar plan for implementation activities. Contains 17 references.) (AA)

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Implementing a System to Acquire Necessary Client Supplies for Families Served by a Centralized Child Care Social Services Department

by

Sandra D. Van Horn

Cohort 69

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A Practicum Report Presented to the
Master's Programs in Life Span Care and Administration
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA SOUTHEASTERN UNIVERSITY

1996

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Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

02/10/96 Sandra D. Van Horn

Date Signature of Student

Abstract

Implementing a system to acquire necessary client supplies for families served by a centralized child care social services department. Van Horn, Sandra D., 1996: Practicum Report, Nova Southeastern University, Master's Program in Life Span Care and Administration. Descriptors: Adequate Funding/Essential Family Needs/ Fundraising/Budget Development/Benevolent Corporations, Manufacturers, and Service Organizations/Community Involvement/Church Involvement/Soliciting Funds/ Subsidized Child Care/Social Services.

Due to limited and inflexible funding, lack of public awareness of agency needs, and lack of knowledge of effective fundraising techniques, the agency did not have necessary client supplies for families who utilized services offered via the Social Service Department.

The author implemented a three-part strategy intended to acquire client supplies. She identified ways to acquire needed client supplies, determined appropriate fundraising strategies to meet client needs, and informed the agency Board of the need for and purpose of appropriate fundraising, requesting the Board undertake recommended fundraising strategies.

As a result of the implementation strategy, all needed client supplies were either acquired, promised, or earmarked for solicitation by specific, identified sources.

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Chapter I

Introduction and Background

The practicum agency was designated by the Governor as the "Central Agency" for a county of 219,313 residents. As such, the non-profit agency received federal, state, and local monies earmarked for developing and providing subsidized child care.

The practicum agency was designated the "Central Agency" in July of 1985. The agency grew considerably to meet the changing needs of the community (see Appendix A for organizational chart).

Seven staff members were initially employed. Subsidized child care services were delivered to 200 children via two subcontracted and four directly operated child care centers. One training program was provided to 75 child care workers. The agency budget totalled $575,000.

The budget, at the time of this report, exceeded $2,600,000. There were 54 employment positions available. Subsidized child care was delivered to 1,200 children at 34 subcontracted sites, two directly operated sites, and via the voucher system. (The voucher system allowed families to select family day care home operators, relatives, friends, or neighbors

as their subsidized child care providers.)

An Education Department existed. Staff in this department coordinated eight training courses. A total of 410 students were enrolled in these courses. (Most of the students were employed by Head Start, the Pre-Kindergarten Early Intervention Program, or the local child care industry as directors, teachers, aides, or cooks.)

The Education staff also monitored and assessed all licensed child care facilities throughout the county and provided intensive technical assistance to any interested child care provider or prospective provider.

A Resource and Referral Department existed. Staff in this department assisted approximately 200 clients, per month, locate quality subsidized or non-subsidized child care. They also delivered loanable supplies to family day care home providers and approached the business community regarding the development of on-site child care facilities and related employee benefits.

The Intake Department staff and the Eligibility Department staff worked in conjunction to determine client eligibility and assisted all eligible clients and providers with the completion of necessary

documentation in order to receive or continue the receipt of subsidy.

Various agency staff were employed to handle such matters as secretarial and reception duties, public school/child care liaison duties, and operation of two agency owned child care centers.

During 1992, approximately 25,500 of this county's residents were between the ages of birth and 9, with approximately 19% of the children who were 6 years or younger living in poverty. A total of 2,820 births occurred, 37% of which were to unwed mothers. There were 1,716 initial reports of child maltreatment and nine child deaths due to illness and injury (Florida Center for Children & Youth, 1994).

As a result of these grim statistics, the agency mission was broadened to include the direct delivery of family support services. The practicum author was initially hired to design and implement a case management system for families who were at risk of abuse or neglect. Approximately 6 months later, the author was asked to design an entire Social Services Department. She was promoted from the position of case manager to Social Services Director.

The Setting in Which the Problem Occurs

At the time of this report, the Social Services staff provided crisis management, short-term and long-term supportive home visitation case management, on-going developmental screenings, and therapeutic play. A unique parenting group delivery system was to be offered, pending acquisition of necessary funding. In addition, this department had recently been designated as the permanent site for the county component of the Central Directory, a statewide computerized telephone warm line.

Crisis management.

Any family member who was identified by the Resource and Referral or Intake Department staff as experiencing a situation that would negatively impact the family unit, was referred to the Social Services Department for crisis management. Three to five families were typically referred for this service on a monthly basis. Most of these families had incomes that were within the guidelines to receive subsidized child care.

Upon referral, a member of the department immediately conducted a face-to-face interview with the family and completed a needs assessment. The worker

then connected the family with available community resources in order to relieve the crisis situation. The amount of direct involvement by the worker varied, depending on the situation. In many cases, additional sessions with the client were necessary and/or the client was enrolled in the more comprehensive home visit case management services. In all cases, intensive follow-up was conducted to assure that the crisis was resolved.

Examples of typical crises included, but were not limited to (a) receipt of eviction notice, (b) receipt of utility termination notice, (c) lack of food, clothing, diapers, medications, transportation, (d) loss of job, and (e) spousal abuse and/or suspected child abuse.

Short-term case management.

This service was one of three components of a demonstration project that was funded by the county children's services tax base. Any family who resided in the county and who utilized a licensed child care facility or a family day care home in the county could request this service.

A maximum of 15 families, per month, received short-term case management. At the time of this

report, there were 40 families waiting for this service. Only three of the families had incomes within the guidelines to receive subsidized child care.

Short-term case management was primarily intended as preventive case management and was limited to a 3-month period of time. It was delivered at a time and location convenient to the family, and often occurred in the home.

Time management, budgeting, family advocacy skills, development of a resume, and employment interviewing skills were some of the most common strategies provided to participating families. The worker conducted a needs assessment and assisted the parent with the development of a Family Support Plan. Community referrals were given, when necessary. Intensive follow-up was always assured.

On-going developmental screening.

This prevention/early intervention service was the second component of the demonstration project previously mentioned. Any child between the ages of 4 months and 60 months, who resided in the county and who participated in a licensed child care or family day care home program within the county, could receive on-going developmental screenings. The screenings

occurred every 4 to 6 months. The University of Oregon Infant and Child Monitoring Tool was the screening tool. Of the approximately 600 children who were enrolled in this service, half were from families whose income would qualify them for subsidized child care.

The Developmental Screening Specialist identified which of the enrolled children were eligible for a screening, each month, based on the children's birth dates. She delivered the appropriate screening tool to each eligible child's child care provider. The child care provider was able to complete the tool, without creating a testing situation, based on daily interaction with the child.

The Developmental Screening Specialist collected and analyzed the screening results. She then created a written screening report which included numerous stimulation or enrichment activities. Both the parent and child care staff received a copy of the report and activities. If the child appeared to have a delay, the family and staff were asked to closely adhere to the stimulation activities and to monitor the child's progress.

After a 4-week period of time, if the child did not make significant progress, the worker arranged for

the child to receive an appropriate evaluation and/or therapy. The worker provided as much direct intervention as needed to facilitate the evaluation and therapy. This may have included such activities as insurance identification and coordination, attendance at the evaluation, and child care staff technical assistance with therapeutic techniques.

Therapeutic play.

This early intervention service was the third component of the demonstration project previously mentioned. There were two staff positions available for delivering the service. One position was totally funded via the county children's tax base, the second position was funded via state dollars. The eligibility factors were the same as for the on-going developmental screening services.

WINGS (a commercially developed self esteem program), musical instruments, and a wide variety of worker designed materials were used. Each Therapeutic Play Specialist worked with a minimum of 15 children, per month. Activities were conducted on an individual or small group basis, for a period of 3 months.

Approximately half of all recipients had family incomes that qualified them for subsidized child care.

There was usually a 6 month or longer waiting list for therapeutic play services.

The goals and activities were planned jointly by the child care staff, parent, and Specialist and were tailored to the individual child. By the end of the 3-month period, the Specialist identified whether or not the child required a referral for more intensive therapeutic services. The Specialist provided as much direct intervention as needed to facilitate the receipt of such evaluation and therapy.

Long-term case management.

The long-term case management service was developed as a demonstration project that was funded via state monies. Families must have utilized subsidized child care in the county and must have had at least one child, between the ages of birth and 60 months, who was enrolled in the child care program in order to be eligible for long-term case management services.

The majority of the participants had a documented history of child abuse or neglect. Other participants were grandparents who were raising their grandchildren, foster parents, or low-income families who specifically requested this type of support. A maximum of 25

families were enrolled in this service, per month. Cases were closed when the family no longer desired service, when the family ceased to comply with program requirements, or when the family no longer met the eligibility guidelines. There were typically 30 to 40 families waiting for long-term case management.

The case manager provided at least one extended home visit, per month, per participating family. These visits were scheduled in advance, and at the family's convenience. They were conducted in a very supportive and nurturing manner and were tailored to meet individual needs as identified by the family members.

During the home visits, the worker provided information and training on a variety of child and family issues. For example, she assisted the parent to complete on-going developmental screenings as a means of teaching developmentally appropriate ways to interact with the child and developmentally appropriate child expectations. The parent also developed a sense of pride when he/she realized the significance of the child's developmental progress.

The worker assured that all basic needs of the family were being met by making referrals to existing community and national services, or by providing

service directly. For example, she may have provided laundry detergent, diapers, developmentally appropriate books and toys, etc., to families who would have had great difficulty affording such items.

The case manager also provided at least two child care center visits, per month, per eligible family child member. During the center visits, the worker provided individual attention to the child for the purpose of monitoring the child's safety and supporting overall positive development. She may have utilized the WINGS program, read stories, or played games with the child.

The worker also acted as a family/child care staff liaison in order to support and facilitate the efforts each made on behalf of the child. This was accomplished via the center and home visits and via weekly phone calls to the child care center.

Unique parenting group delivery system.

This program was also developed as a demonstration project. At the time of this report, funding was still being sought to provide monthly family excursions to various fun locations throughout the state.

The excursions would typically occur on a Saturday or Sunday. This delivery system was planned to

accommodate the needs of families who were interested in attending parenting classes, but who could not attend, due to their work schedules and family responsibilities. Most expenses would be incurred by the agency.

A maximum of 25 families who received subsidized child care and at least two agency staff members would be eligible to attend, per month. Various community agency members would be invited to attend and discuss their agency services while en route. Local kindergarten teachers would also be invited to attend, in order to facilitate a smooth family transition from child care to public school.

Participants would travel via a luxury bus. The bus would be stocked with safe, developmentally appropriate toys for the children. High interest parenting videos would be shown via the bus televisions. The topics for these videos would be selected by the participating parents. Some videos would also be targeted to the children.

Parents would learn to relax and have fun with their children. They would develop friendships with other parents and thus eliminate isolation factors. They would learn specific parenting techniques via the

videos and by observing appropriate child/staff interactions. Parents would also be provided with an opportunity to evaluate the current activities and suggest future activities.

Central directory.

The federal government mandated each State that received Part H dollars to develop and implement a central directory. The purpose of the directory was to provide a "one stop" method of obtaining resources and referrals, on a computerized, state-wide basis, for special needs children and their families.

The Social Services Department staff had the responsibility for obtaining specific, detailed information pertaining to all providers who served special needs children and their families in the practicum county, for loading this data onto the computer software, updating the software, and providing family access to the data. Staff were also responsible for completing a variety of reports and documentation activities.

This author was determined to develop a true collaborative approach in order to meet those responsibilities. As such, she polled the community to determine such issues as how to best obtain and load

the data, and whether or not to make the software available to multiple agencies.

The Student's Role in The Setting

All services offered via the Social Services Department, with the exception of the Central Directory, were designed by the practicum author. This included, but was not limited to the development of procedures pertaining to confidentiality, documentation, and service coordination/collaboration. The author assisted the agency director with the responsibility of seeking necessary financial support to effectively implement all department services. This included, but was not necessarily limited to grant-writing and the development of donation campaigns. However, the author was not directly responsible for budget development and distribution.

Other duties performed by the author included, but were not limited to interviewing, hiring and firing, training, and supervising all Social Service Department staff. The author also represented the agency by participating in several community committees, as an elected board member of the Healthy Start Coalition, and as an advisory member of a new support program sponsored by a community women's resource agency.

Chapter II

The Problem

Problem Statement

The agency did not have necessary client supplies for families who utilized services offered via the Social Service Department. The agency required these supplies in order to meet families' immediate basic needs and to assist families in acquiring skills that would empower them to become self-sufficient, healthy, functional units.

At the time of this report, the agency's total budget for client supplies was $1,100.00. However, $164,317.58 was needed to purchase a one year supply of consumable client items and a variety of non-consumable client items. It was anticipated that implementation of the practicum objectives would result in the attainment of the necessary client supplies.

Documentation of the Problem

In order to document the budget was not sufficient to meet client needs, and to project the amount of money required to meet future client needs, the author conducted the following activities:

1. She assisted each of her staff members review a representative sampling of client files from the

previous 12 months. In each case, they documented the reason for client referral and the item(s) that were unavailable to meet that client's need.

2. She surveyed her staff to identify the specific supplies they requested to meet client needs and to determine the total cost of these supplies.

3. She compared the total cost of the requested client supplies to the amount of money available in the budget for purchase of client supplies.

A total of 266 client files were reviewed. Specifically, all therapeutic play, crisis management, and short-term case management files were examined. The developmental screening specialist examined the files of 60 children who exhibited apparent developmental delays. The long-term case manager examined all files for clients who received services for at least 3 consecutive months.

The results of the case file review (see Appendix B) were tallied by the author. These results indicated that 256 of the 266 clients requested and/or needed supplies that were unavailable, at the agency, for client distribution.

All members of the Social Services Department responded to the client supplies request survey. They

stated the name and a description of each requested item, the monthly quantity needed per item, and the unit cost per item. The author computed the total monthly cost per item, and the total cost of all needed items for a 12-month period.

Based on the survey results (see Appendix C), the agency needed $158,225.88 to purchase consumable client supplies for a 12-month period and $6,091.70 to purchase non-consumable client supplies. However, as evidenced by the agency budget (see Appendix D) the agency had $1,100.00 available for purchasing client supplies.

Analysis of the Problem

It was important for this agency to acquire the requested supplies to meet families' basic needs. Musick and Weissbourd (1991) state the following:

> American families are in crisis. Fundamental changes in family life in recent decades have raised parental and familial stress to unprecedented levels. These changes include the increasing percentage of both parents in the work force; changes in family structure brought about by divorce, remarriage, and single parenthood; the increasing geographic mobility of families; and

> poverty among children, particularly those in female-headed households. The result is increasing isolation and frustration among families from all social, racial, and cultural groups, placing them at risk for a wide range of social problems, including health and mental problems, child abuse and neglect, school failures, teenage pregnancy, substance abuse, and delinquent or criminal behavior. (p. 1)

Musick and Weissbourd (1991) also indicate that family support programs have been designed in response to this crisis and that such an approach has been shown not only to be cost effective, but most importantly, to prevent the wasting of human lives.

Despite the recognized crisis condition of American families, insufficient funding is present in a wide variety of human service settings. Maternal and child health agencies (Keigher, 1994), guardian ad litem programs (Dziuba-Leatherman and Dolan, 1994), tribal colleges (Houser, 1991), literacy programs (Gannet Foundation, 1990), educational services for children with chronic illnesses (Lynch, 1992), and child care programs (Phi Delta Kappan, 1989) were among the settings, researched by this author, that reported

problems due to under funding.

The following reasons were suggested for the lack of appropriate human service funding: (a) lack of public awareness of human service agency need (Dziuba-Leatherman and Dolan, 1994, Keigher, 1994, Kohl, 1991, Van Dyken and Mika, 1995, Gannet Foundation, 1990 and Lynch, Lewis, and Murphy, 1992), (b) shrinking federal dollars and limited state funds (Houser, 1991, Dziuba-Leatherman and Dolan, 1994, and Keigher, 1994), (c) discrimination and racism against mothers, babies, and the poor (Keigher, 1994), (d) lack of human service agency accountability for knowing what services each other offers, resulting in duplication of efforts, poor collaboration, and waste (Farel, Margolis, and Lofy, 1994, and Kohl, 1991), (e) inflexible funding resulting in the inability of local communities to develop tailor-made programs (Kohl, 1991 and Gannet Foundation, 1990), and (f) little assistance for nonprofit personnel with the task of raising funds expeditiously and inexpensively (Lant, 1990).

This author agreed that limited and inflexible funding, lack of public awareness regarding her agency's needs, and lack of fundraising knowledge were the main reasons for lack of appropriate funding at her

agency.

The current agency budget contained a mere $600.00 from the State for client supplies. This amount was based on a formula which was strictly regulated by the funding agency and could not be amended. The budget also contained an even smaller county children's services tax base allotment of $500.00 for client supplies. A higher amount was not requested, for fear of proposal denial.

Prior to implementing the practicum solution strategy, the author had done little to bring about a greater public awareness of her agency's need for increased funding. She had relied on infrequent and minimal donations from only two of the numerous local service clubs to supplement the agency budget. She had also conducted periodic attempts, with limited success, to obtain specific donated supplies directly from only two of the numerous local department stores.

The author had neither designed nor implemented a plan to supplement her agency budget. She was not knowledgeable of fundraising methods to obtain client supplies. She was unaware of exactly who to approach for donations and of how to effectively approach possible donors.

Chapter III

Goals and Objectives

The following goals and objectives were defined for this practicum project.

Goal 1

Identify ways to acquire needed client supplies.

Objective 1.

During a 5-week period, the author will access, review, and compile data from the following sources to locate prospective funding or supplies: (a) a current foundation directory, (b) a current corporate giving directory, (c) a current listing of local wealthy individuals and/or local individuals known to contribute to nonprofit organizations, (d) a current local community clubs and organizations directory, (e) the director of a local religious clearinghouse, and (f) the district Health and Human Services Advisory Board. Achievement of this objective will be evidenced by a written list of confirmed sources of prospective funding and/or supplies to include a minimum of five foundations, five corporations, five individuals, five clubs and organizations, five religious organizations, and the names and addresses of all local Health and Human Services Advisory Board members.

Objective 2.

During a 5-week period, the author will develop, implement, and compile a written survey to obtain client and staff opinions about their participation in fundraising. At least 50% of the clients who appear at the author's agency during a 4-week period, and 90% of the office staff will be polled, as evidenced by a written compilation of the survey results of each client and staff member who respond to the poll.

Goal 2

Determine appropriate fundraising strategies to meet client needs at the author's agency.

Objective.

During a 4-week period, the author will access and review fundraising literature for the purpose of determining specific techniques that can be implemented to acquire client supplies. This will be evidenced by a written compilation of 15 fundraising techniques.

Goal 3

Inform the author's Board of the need for and purpose of appropriate fundraising and request the Board undertake recommended fundraising strategies.

Objective 1.

During a 2-day period, the author will access

existing agency literature and the agency computerized data base to locate Social Service Department goals, Social Service program descriptions, number of clients served, and number of clients waiting to be served via the Social Service Department staff. Achievement of this objective will be evidenced by a written compilation of all Social Service Department goals and program descriptions, the total number of clients served per Social Service program component during the past 12 months, and the total number of clients who are waiting to be served, per program component.

Objective 2.

During a 4-day period, the author will document Social Service program success by tallying the results of client and staff satisfaction surveys, and client developmental screenings, and by comparing developmental screening results from the past 12 months to results of the pilot screening project. Achievement of this objective will be evidenced by a written compilation of confirmed satisfaction survey responses per short term case management, developmental screening, and therapeutic play components for the past 12 months, and confirmed developmental screening results during the pilot project and the past 12

months.

Objective 3.

During a one-day period, the author will assemble and present a packet of information to the Board Finance Committee which explains Social Service Department programs and success rates, client needs as compared to money allotted for purchase of client supplies, and suggestions for implementing an effective fundraising campaign. She will also request that the Board implement a successful fundraising campaign to meet client needs. Achievement of this objective will be evidenced by a signature roster of all Board members who received the packet and a sample of the packet containing (a) Social Service Department goals and program descriptions, (b) statistics of clients served and waiting to be served, (c) client and staff satisfaction survey results, (d) a comparison of developmental screening results, (e) a survey of client files, (f) a list of needed client supplies, (g) the current budget indicating the amount of money allowed for purchase of client supplies, (h) a list of funding sources, (i) client and staff fundraising survey results, and (j) a list of effective fundraising strategies.

Chapter IV

Solution Strategy

Review of Existing Programs, Models, and Approaches

Multiple solutions have been proposed to remedy the lack of sufficient funding that plagues such a wide variety of human service settings. Political advocacy and lobbying efforts, accountability, use of needs assessments, coordination and collaboration, knowledge of funding sources, and the development of a comprehensive fundraising campaign are all strategies suggested for acquiring more appropriate program funding.

Political advocacy and lobbying efforts.

Dziuba-Leatherman and Dolan (1994) and Freeman (1987) state that lobbying efforts are needed on a state and federal level to increase awareness of need. Legislators must realize that state and federal monies must be increased (Houser, 1991) and are needed to supplement programs in order to ensure success (Dziuba-Leatherman and Dolan, 1994). Furthermore, federal funding must be flexible enough to allow local communities to develop tailor-made programs (Kohl, 1991 and Gannet Foundation, 1990).

While Kohl (1991) suggests that political parties

must work together on a progressive agenda for the family, the Gannet Foundation (1990) cautions that human service workers must be involved in defining this progressive agenda on both a national and state level.

Accountability.

In exchange for flexibility in funding, Kohl (1991) and the Gannet Foundation (1990) believe the federal government must define and require accountability. They indicate that human service agencies require better accounting of client needs and progress, better understanding of how program methods work and which approaches work best in which circumstances.

Needs assessments.

Farel, Margolis, and Lofy (1994) suggest that needs assessments should be conducted to help determine resources that can be committed to solving problems, gaps in or duplication of services, and inadequate coordination among providers. They indicate that the data collected must be useful, timely, made meaningful for politicians and the public, and must be shared with politicians and the public.

Coordination and collaboration.

Human service agencies must establish or

participate in multidisciplinary teams or networks with the goals of (a) learning about the range of resources available to people in need (Kohl, 1991), (b) avoiding duplication of services (Kohl, 1991 and Gannet Foundation, 1990), and (c) sharing resources and fundraising information (Gannet Foundation, 1990).

Likewise, national organizations that represent specific human interest groups must do a better job of fundraising and sharing their resources and information (Gannet Foundation, 1990).

Knowledge of funding sources.

Tracy and Pizzo (1977) recommend program leaders become knowledgeable about other funding sources in addition to state and federal monies. Private and corporate support (Houser, 1991), grants, and individual contributions (Dziuba-Leatherman and Dolan, 1994 and Staff, 1995) are among the other types of funding sources available to assist human service agencies.

Houser (1991) indicates that support from prominent and distinguished organizations is especially helpful at the early stages of agency or program growth. Recognition from major donors enhances the fund's credibility with other potential benefactors and

provides a stable base for operations.

Freeman (1987) reminds us that funding resources can also come from the church and child care community, itself. Parishioners and parents should be challenged to dream, to search their community, and to use their imaginations to obtain needed funds.

Development of a comprehensive fundraising campaign.

According to Houser (1991), agencies should develop a comprehensive fundraising approach which includes a direct mailing campaign, personal solicitations, corporate solicitations, and the establishment of their own endowment fund, assisted by a challenge grant and/or foundations contributions.

Tracy and Pizzo (1977) state that random fundraising efforts may bring a result occasionally, but suggest that it is far better to do research, rather than use the buckshot approach. They indicate that effective techniques include (a) zeroing in on foundations whose purposes cover the specific project, (b) sending a brief letter or making a well-organized phone call to learn more about the foundation and to make notes for preparation of a proposal specific to the foundation, (c) meeting request for proposal

deadlines, (d) politely inquiring as to the reason the proposal is not funded and revamping the proposal for the next time, and (e) remembering to thank the foundation for their consideration.

Administrators of nonprofit organizations must develop a thorough fundraising plan in order to insure a successful fundraising result. The plan must involve (a) determining the right level of capital, project, and operating fundraising objectives, (b) getting the Board of Directors to contribute, (c) involving the Board in the fundraising effort, (d) deciding which corporations and foundations to apply to, and for how much, (e) gathering links to funding sources, and knowing what to do with the links when you have them, (f) making a "no" into a "yes" if a corporation or foundation declines your proposal, (g) organizing an annual fundraising effort and creating a coordinating committee to supervise it, (h) crafting persuasive fundraising documents at low cost, (i) mounting successful special events, (j) identifying leadership gift prospects, (k) motivating and training volunteers, (l) undertaking successful solicitation visits, (m) determining when and how to use direct mail, (n) developing techniques for ensuring the success of a

capital campaign, and (o) identifying when and how to use professional fundraising counsel and other technical assistance consultants (Lant, 1990).

Agency Boards must be developed and must be kept diverse, knowledgeable, and effective. They function well with fundraising efforts when they have a clear vision, concrete functions, and skills to carry out their tasks. (Houser, 1991, Staff, 1995, Freeman, 1987 and Lant, 1990).

Description of Solution Strategy

Political advocacy and lobbying efforts.

This author was already involved in a variety of on-going local, state, and federal lobbying and advocacy efforts. Therefore, these strategies were not considered for the 10-week implementation plan.

Coordination and collaboration.

Likewise, this author was already involved in a variety of on-going multidisciplinary teams and networks. Therefore, these strategies were not considered for the 10-week implementation plan.

Accountability.

This author had already developed a variety of accountability strategies for her programs. However, she had not yet compiled current statistics from these

strategies to document program success. This type of information is useful when approaching the board, politicians, the public, and other prospective funding sources.

Therefore, specific steps planned to document program success included the following:

1. Compile Social Service Department goals/program descriptions and the number of clients served/waiting to be served via the Social Service Department staff to demonstrate client approval/demand of available services.

2. Review and compile results from existing client and child care staff quality control surveys to demonstrate client and staff satisfaction.

3. Compare current screening report statistics to the original pilot project statistics to demonstrate a decrease in the number of children who now screen as developmentally delayed.

Use of needs assessments and knowledge of funding sources.

This author had already completed three needs assessments (the Request List for Consumable Client Supplies, the Request List for Non-Consumable Supplies, and the Documentation of Unmet Needs Via Case File

Review) in order to document the practicum problem. These assessments resulted in the identification of service gaps and specific items needed to eliminate the gaps. However, this author needed to become more knowledgeable about funding sources. She, therefore, planned to conduct a fourth assessment to determine resources that could be committed to obtain the specific needed items.

Activities intended for development of the fourth needs assessment included:

1. Visiting a library and/or chamber of commerce to access and review a current copy of a foundation directory, a corporate giving directory, and a listing of local wealthy individuals and/or local individuals known to give to nonprofit agencies.

2. Reviewing a current copy of a local community clubs and organizations directory.

3. Interviewing the director of a local organization that acts as a donation clearinghouse and mobilizing force for the religious community.

4. Developing and implementing a poll of clients and staff to determine their fundraising ideas and interest in conducting fundraising activities.

5. Compiling researched data in a format that

includes (a) the name and address of each prospective funding source, (b) the interest area of each source, (c) the average amount of funding by each source, (d) required steps to follow when approaching each source, (e) proposal deadlines, (f) any other helpful information pertinent to each source, and (g) correlation between specific funding sources and specific needed items.

Development of a comprehensive fundraising campaign.

A comprehensive fundraising campaign could not be thoroughly designed and implemented in a ten-week period of time by this author, alone. Instead, the author planned to research the strategies necessary for designing such a system by reading and summarizing Development Today, A Fund Raising Guide for Nonprofit Organizations (Lant, 1990). The summary was to be written in a simple manner that could be appreciated and understood by the Board.

The author also planned to develop and deliver a presentation for her agency director and members of the Board Finance Committee. The presentation was to include an explanation of her programs, the success of her programs, the outcomes of her needs assessments in

relation to the current budget, and the outcomes of her research regarding how to develop a comprehensive fundraising campaign. This presentation was intended to motivate the agency director and Board of Directors to support the implementation of a comprehensive fundraising campaign in order to meet both immediate and future client needs.

A calendar plan (see Appendix E) was developed as a means for self-monitoring implementation progress.

Chapter V

Strategy Employed - Action Taken and Results

The purpose of this practicum was to implement a system that would lead to the acquisition of necessary client supplies. The author planned to accomplish this task by (a) identifying ways to acquire needed client supplies, (b) determining appropriate fundraising strategies to meet client needs, and (c) informing her Board of the need for and purpose of appropriate fundraising. She also planned to request the Board undertake recommended fundraising strategies.

Identify Ways to Acquire Needed Client Supplies

Access, review, and compile data.

The author accessed, reviewed, and compiled all data, as planned, from foundations, corporations, and clubs/organizations. She was unable to locate a listing of local wealthy individuals. However, she was able to identify more than the minimum number of five foundations, corporations, clubs and organizations. Specifically, she located and compiled data pertaining to 41 foundations, 23 corporations, and 51 local clubs and organizations that all appeared to have funding interest areas compatible with her agency's needed client supplies.

She planned to meet with the director of a local religious clearinghouse prior to week 5 of the implementation period. However, the director was out of town during the entire 5 weeks. Instead, she met with him during week 6.

She anticipated the religious clearinghouse director would be able to recommend local religious organizations that would be willing to donate money for purchase of client supplies or that would actually donate the needed items. She planned to obtain information that would enable her to approach each targeted religious leader.

In order to accomplish this outcome, the author discussed her department services with the religious clearinghouse director and presented him with the lists of requested client supplies. She also discussed ways that churches could imprint many of the needed consumable educational literature items with a mission statement.

The director was very intrigued with this mission possibility and volunteered to approach each targeted church leader, himself, during their monthly inter-denominational breakfast meeting. He assured that at least 25 churches would each be willing to donate

between $200 and $500 toward the project.

He asked the author to develop and supply him with a simple order form and a sample of the needed items. She complied with these requests prior to the end of the 10-week implementation period.

The author planned to contact a known Health and Human Services Advisory Board (HHSB) member in order to obtain the names and addresses of all other local HHSB members. (HHSB members determine how State dollars should be distributed, locally.) She then planned to compile this information in a written list format. However, the HHSB contact was out of town during the first 9 weeks of the 10-week implementation period.

The author did discuss her request with the HHSB contact during week 10. The contact supplied her with a document that contained all needed information. The contact also requested a copy of the non-consumable and consumable client supplies lists and volunteered to share the lists with the entire local HHSB in order to begin searching for State dollars that could be accessed for purchase of the supplies. The author submitted the needs assessments along with a detailed written description of her department services.

Several days after the HHSB contact received the

needs assessments and description of services, she spoke with the author and stated that she was extremely impressed with the thoroughness of the documents. She expressed an interest in having the author discuss her practicum research with various local bodies, in order to facilitate improved fundraising strategies, county-wide. She also suggested the author share her needs assessments with other local agencies and businesses to determine if they might have similar items available that could be substituted for items listed.

The author did share her request lists with a variety of agencies and businesses and was able to obtain many items that could be substituted for the items on her needs assessments. Likewise, several local clubs telephoned the author's agency to offer holiday donations. The author was able to refer to the lists to make suggestions for donations and did acquire a variety of items in this manner.

Develop, implement, and compile written survey.

The author developed a simple written survey to obtain client and staff opinions about participation in fundraising. She utilized the survey to obtain staff feedback from 90% of her co-workers (see Appendix F).

The author expected to distribute the surveys at a

staff meeting and request they be returned to her mailbox, as soon as possible. Instead, however, her co-workers wished to discuss the situation with the author, personally. A number of lengthy, spirited discussions resulted.

During the course of these discussions, it became apparent to the author that most of her co-workers had already given much thought to fun, creative fundraising activities. The author also became aware of specific needs encountered by members of the agency not employed in her own department.

The author anticipated that most staff would not wish to participate in fundraising activities. However, she discovered that as long no door-to-door sales activities were involved, and as long as the fundraising efforts could also be used to address needs other than acquisition of client supplies, most co-workers were willing to participate. Each of the co-workers who responded to the survey also offered the author much encouragement to approach the Board for assistance.

The author expected to poll at least 50% of the clients who appeared at the agency during a 4-week period. In order to accomplish this task, she planned

to request the office receptionist assist clients with completion of the survey while they waited for their appointments. However, the office receptionist obtained employment elsewhere during week 2 of the plan and was not replaced during the 10-week implementation period.

The author was not able to personally assist each client with completion of the survey. Instead, she placed a supply of surveys on clipboards and attached a pencil to each clipboard. She located the clipboards on each of the lobby tables.

Very few clients completed the surveys without a personal request to do so. However, the clients who completed the surveys did so in greater detail and with greater sophistication than expected. For example, several clients suggested the agency appeal to corporations and foundations for support. One client suggested the agency network with other agencies to avoid duplication and to share resources. Several others suggested grant-writing activities.

Most clients indicated they would help in a variety of ways and many included their names and phone numbers. One client added a personal note that she could benefit from agency obtainment of client supplies

and was willing to do anything she could to help with acquisition.

A combined total of 32 different suggestions were solicited from staff and clients. These suggestions were compiled for delivery to the Board.

Determine Appropriate Fundraising Strategies to Meet Client Needs

Access and review fundraising literature.

The author read Development Today, A Fund Raising Guide for Nonprofit Organizations (Lant, 1990). She then created a document, for presentation to the Board, that included a summary of 15 fundraising techniques. The author expected to utilize a 4-week period of time to read and summarize the text. However, she was able to complete the task in approximately 2 weeks.

Inform the Board of the Need for and Purpose of Appropriate Fundraising and Request the Board Undertake Recommended Fundraising Strategies

Compilation of descriptive materials.

In addition to the documents previously mentioned, the author also compiled a variety of materials that described her department activities. The purpose of the literature was to assure the Board understood her department goals and objectives, the importance and

success of programs offered, and the specific needs of clients who utilized the services. It was anticipated that the Board would be more receptive to initiating appropriate fundraising activities once they were exposed to and understood this information.

All documents were compiled as per the time frames and specifications of the original implementation plan objectives (see Appendix E). Additionally, the author included (a) information pertaining to utilization of the Internet when writing grants (Kearney, 1995), (b) an article that explains the differences between traditional social service programs and the type of family support programs developed by the practicum author (Musick and Weissbourd, 1991), (c) a copy of the text, Keeping the Lights On: Fundraising for Family Support Programs (National Resource Center for Family Support Programs, 1992), and (d) a complete copy of the summarized Lant text (Lant, 1990). These additional materials were added to further support the practicum author's presentation and to provide Board members with additional, specific fundraising guidance and suggestions.

Presentation of materials to Board.

The author intended to have her agency director

arrange a meeting with the Board Finance Committee, prior to the end of the 10-week implementation period, in order to present all assembled materials and to request Board assistance with appropriate fundraising strategies. However, the agency director utilized her accumulated vacation time during the entire 10-week implementation period and was, therefore, unavailable to arrange the meeting.

Upon the agency director's return to work, the author discussed her request for a meeting with the Finance Committee. At that time, the agency director indicated that a Fundraising Committee had been formed. The author agreed that the Fundraising Committee would be the appropriate committee for the meeting.

The author met with the members of the Fundraising Committee, 2 weeks after the end of the 10-week implementation period. She presented and discussed all materials, as planned (see Appendix F).

The committee members were very receptive to the presentation. They stated they had no prior knowledge of the author's department activities or needs and felt they could design and implement a comprehensive fundraising campaign that would meet the needs.

The committee chairman asked the practicum author

to serve on the Fundraising Committee. He also asked her to make a modified presentation at the next monthly meeting of the entire Board. The author agreed to both requests.

By the end of the presentation, two fundraising activities were planned. Each committee member volunteered to complete a specific duty, related to the fundraising activities.

Comparison of Practicum Results and Literature Search Findings

As a result of the practicum literature search, this author discovered multiple solutions were proposed to remedy the lack of sufficient funding. Political advocacy and lobbying efforts, improved accountability, utilization of needs assessments, coordination and collaboration of human service agencies, awareness of funding sources, and the development of a comprehensive fundraising campaign were the suggested solutions.

The practicum author focused on compiling available statistics to document program success/accountability, and utilization of needs assessments to (a) identify service gaps, (b) identify specific items to eliminate the gaps, (c) identify prospective funding sources and (d) educate her Board

and other members of the community as to her department needs. She also compiled information that would help her Board develop and implement a comprehensive fundraising campaign. She presented this information to her Board Fundraising Committee.

As a result of her practicum efforts, many needed items were either received or promised. Multiple funding sources were identified for solicitation of all remaining items (see Appendix G). Based on this successful outcome, the author agreed that the literature search solutions were effective for her agency situation.

Chapter VI

Conclusion - Implications and Recommendations

Brief Review of Outcomes

The author needed to obtain client supplies but did not have an adequate budget to purchase the supplies. She conducted a literature search to determine how other agencies obtained supplies when faced with a limited budget. She then compared the findings with her own activities. The author determined that although she was already practicing several of the literature suggestions, there were many other new suggestions that could be attempted.

The author implemented a system utilizing the new suggestions. As a direct result, she was able to obtain many of the needed client supplies. All other items were either promised or earmarked for solicitation by newly identified sources.

All outcomes of the practicum, as well as the actual practicum process, proved to be positive learning experiences for the author. Most notably, the author learned to (a) utilize needs assessments for problem definition and documentation, (b) conduct literature searches for identification of new solutions, and (c) communicate program objectives and

resulting needs to her Board and a wide variety of individuals outside her agency.

Recommendations for Co-workers and Others

Based on her practicum research and experiences, the author recommends the following steps for her co-workers and others facing program needs due to limited budgets:

1. Utilize needs assessments to define and document the exact nature of the problem.

2. Conduct a comprehensive literature search to determine possible new solutions.

3. Participate in community interagency councils to become aware of services and supplies offered elsewhere. Be willing and prepared to share agency resources and information about perspective funding sources.

4. Freely discuss the agency mission and needs with anyone who will listen, utilizing descriptive agency literature and detailed needs assessments. Although many of these people may not have the personal capacity to help meet agency needs, they may know someone who can assist.

5. Never assume the agency Board is aware of specific agency objectives and needs. Likewise, never

assume the Board is motivated and equipped to take proper action. Provide the awareness, motivation, and expertise necessary to assist boards to act effectively.

6. Document program successes. Use this information in conjunction with descriptive agency literature and needs assessments when conducting political advocacy activities.

7. Empower clients to take action by soliciting their suggestions and support when determining how to meet program needs.

Plans for Future Involvement

The author intends to utilize the practicum techniques, in the future, as additional problems arise. She also intends to work with her Board to solicit the identified corporations, foundations, and local clubs/organizations for specific client supplies.

Upon completion of the 10-week implementation period, the author submitted an educational packet of information to her Representatives and Senators. The packet contained much of the information developed for her Board, during the practicum implementation period. Within the same week, one Senator and one Representative each wrote to the author, stating their

appreciation for the information and pledging future agency support. The author also plans to utilize the various documents, generated as a result of the practicum, when writing future grants and when discussing agency needs in the community.

The author will share her practicum research and fundraising information, community wide, as needed. She is also interested in sharing her overall practicum experience on a nation-wide basis. To this end, she has submitted a presentation proposal for the 1996 National Association for the Education of Young Children (NAEYC) Conference and will submit a presentation proposal for the 1996 Empowering Families Conference, sponsored by the National Association for Family-Based Services (NAFBS).

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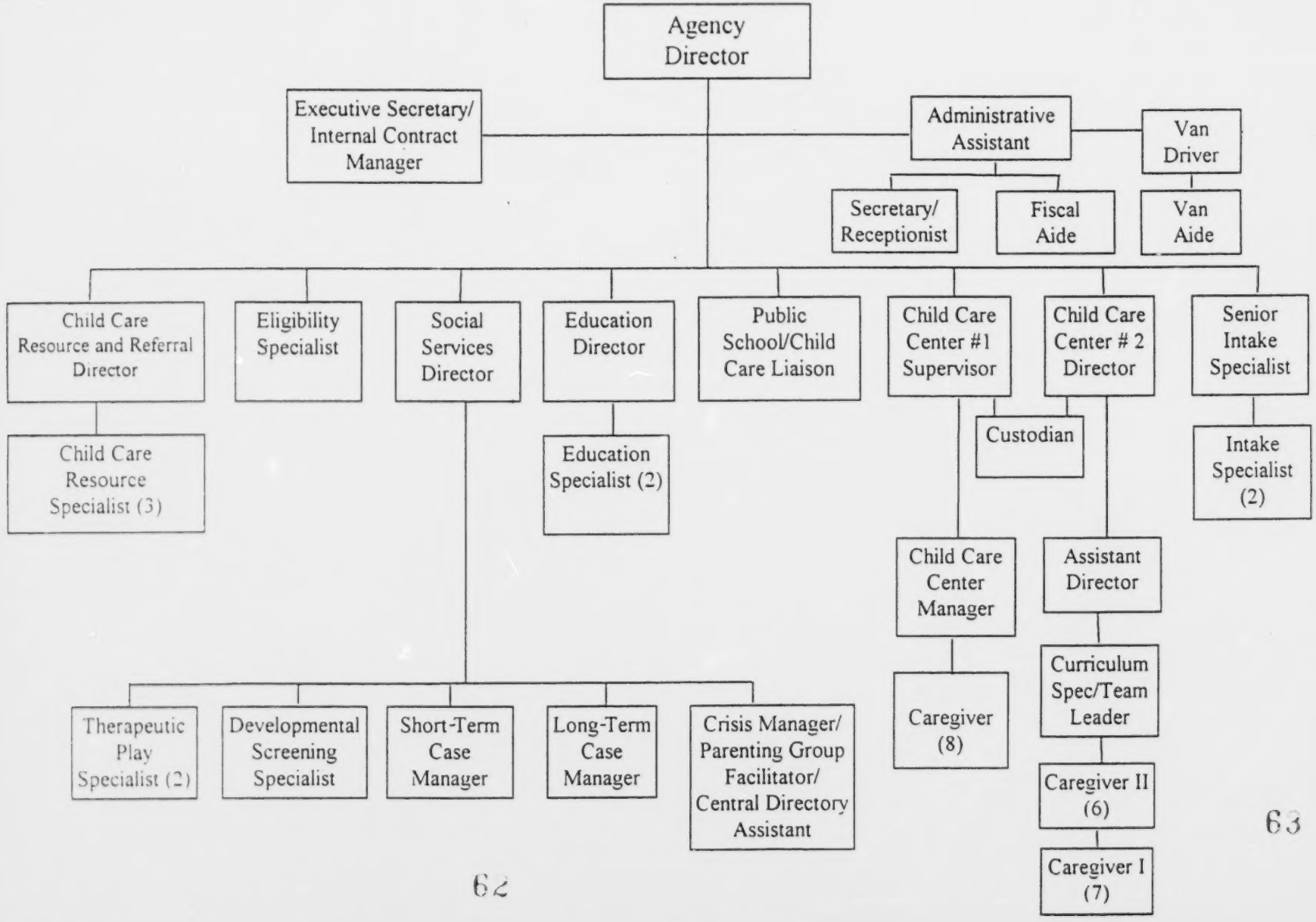
Appendix A

Agency Organizational Chart

Practicum Agency Organizational Chart



Appendix B

Documentation of Unmet Client Needs

Via Case File Review

DOCUMENTATION OF UNMET CLIENT NEEDS VIA CASE FILE REVIEW

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
	Therapeutic Play Clients	
1.	Withdrawn; insecure; fearful	G; Q -- pertaining to fear, withdrawn behavior, and insecurity
2.	Temper tantrums; poor language skills	G -- appropriate for two year old child
3.	Inappropriate peer interactions; aggressive behavior	Q
4.	Difficulty with potty training; hyperactivity	Q -- potty training information and hyperactivity
5.	Difficulty expressing feelings and possible developmental delays due to sickle cell anemia	F; G; Q -- child development, school readiness, and effects/management of sickle cell anemia
6.	Temper tantrums	Q -- tantrums
7.	Temper tantrums; aggressive behavior	Q -- for parent and teacher
8.	Difficulty dealing with parents' divorce	F; G; Q -- divorce
9.	Low tolerance for frustration; difficulty interacting with peers in group setting	F; G -- frustration and social interactions with peers
10.	Screaming when she does not get her way	G -- delayed gratification and appropriate communication skills; Q -- for parent and teacher
11.	Fighting with peers; delayed language skills	G -- encourage language development
12.	Difficulty following directions	G -- following directions
13.	Aggression; refusal to talk	G -- language development and discourage aggression; Q -- for parent and teacher
14.	Aggression specific to child care environment	Q -- for teacher
15.	Fighting; aggression; does not follow directions at child care center	F, G -- fighting, aggression, and following directions; N; Parent literature pertaining to benefits/procedures of psychological therapy
16.	Temper tantrums; difficulty sitting still; difficulty accepting parents' divorce	Q -- active-alert materials for parent and teacher
17.	Extremely active; swearing; difficult for mother to handle	Q -- active-alert materials for parent and teacher
18.	Arguing with his parents; refusal to participate in activities at child care center	N -- reluctant/defiant child
19.	In foster care due to abuse by mother; difficulty following directions	F; G; Q -- sexual abuse
20.	Refusal to participate in activities at child care; sexual play	Q -- sexual play
21.	Temper tantrums; failure to "use words"	O -- stimulate speech and reduce temper tantrums
22.	Failure to follow directions; frequently "grounded" at home	Q
23.	Temper tantrums at child care center	Q for teacher
24.	Short attention span; hyperactivity	N/A
25.	Fighting with peers; failure to follow directions; very active	Q -- parent/staff active-alert materials
26.	Temper tantrums; swearing	Parent/staff literature pertaining to benefits/procedures of psychological therapy
27.	Temper tantrums	F; G; Q -- for parents and staff
28.	Abused by father; help with learning address and phone number	N/A
29.	Aggression; short attention span; school readiness	F, G -- decrease aggression and improve attention span

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Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
30.	Short attention span; destructive behavior	N/A
31.	New sibling; worries about mother	F, G -- new sibling
32.	Aggressive; defiant behavior	F, G -- aggression and defiance
33.	Severe mood swings	F; G; Q
34.	Aggravates and fights with brother	Q
35.	Aggression	Q -- aggression
36.	Talks back to mother	Q
37.	Difficulty with sharing; nervous about kindergarten	N/A
38.	Withdrawn	F; G
39.	Talks back to mother; language is difficult to understand	N/A
40.	Low self esteem	N/A
41.	Inability to deal with feelings about house fire; aggressive toward children at child care	Parent literature pertaining to benefits/procedures of psychological therapy
42.	Anger towards mother	F, G -- anger; Q
43.	Aggression toward younger sister	F, G -- sibling relationships; Q
44.	Excessive whining	F, G -- whining; Q
45.	Withdrawn behavior; possible delays with developmental skills	N/A
46.	Difficulty with sharing; aggressive; minimal language skills	N/A
47.	Aggressive at child care center	Parent literature pertaining to benefits/procedures of psychological therapy
48.	Difficulty dealing with absence of father; overly passive	F; G; Q; -- one-parent household, single-parenting tips, sensitize staff to special needs of single parents and their children
49.	Temper tantrums; poor peer interactions	F, G -- temper tantrums and methods to stimulate positive peer interactions
50.	Aggressive behavior	Q -- child aggression
51.	Increase assertiveness and language skills	F;, G; Q -- assertiveness
52.	Increase communication skills and positive peer interactions	N/A
53.	Increase communication skills	N/A
54.	Short attention span; aggressive with peers	F, G -- aggression and increasing attention span
55.	Death of mother	F, G -- parent death
56.	Death of mother; aggressive behavior	F, G -- parent death
57.	Death of mother; increase communication skills	F, G -- parent death
58.	Aggressive behavior; inability to deal with father being jailed	F, G -- father in jail
59.	Hitting; biting; poor peer interactions; defiant	Q; G -- for toddlers
60.	Non-cooperative at child care; aggressive with peers; limited use of "words"	Q; G -- for toddlers
61.	Limited use of "words"; aggression	G, N, O -- language development
62.	Poor attention span; inappropriate peer interactions	F, G, Q -- increase attention span and understand active-alert
63.	Sibling rivalry at home; poor peer interactions at child care	Q; Family fun take home activities

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
64.	Isolates self; excessive crying while at child care	Q -- separation anxiety
65.	Hitting peers; limited use of "words"	Q, O -- language stimulation
66.	Difficulty dealing with divorce; poor attention span; hits peers	F, G -- divorce; Q -- single parenting
67.	Verbally acts out; hits peers	F, G -- positive peer interactions; Q
68.	Angry; defiant; bites and hits peers	F, G -- appropriate expression of anger and positive peer interactions; Q
69.	Hyperactive behavior; poor listening skills; poor peer relations	G -- increase listening skills; Q -- active-alert materials for parent and staff
70.	Defiant; hits; bites; temper tantrums	Q
71.	Verbally inhibited; poor peer interactions; withdrawn	Q -- withdrawn child
72.	Stuttering; aggressive behavior	Q
73.	Biting; hitting; poor attention span	F, G -- decrease aggressive behavior and increase attention span; Q
74.	Angry; non-cooperative behavior	Q, N -- angry child; Family fun activities
75.	Poor listening skills; aggressive	F, G -- increase listening skills and reduce aggressive behavior; Q
76.	Non-cooperative; poor motor coordination; difficulty toilet training	Q -- Toilet training for staff and parent
77.	Separation anxiety; poor peer interactions	Q -- separation anxiety; O -- for toddlers
78.	Foster parent concerned about tantrums, kicking, and biting behavior	F, G -- assist preschool child deal with foster placement and loss of parent; Q -- for foster parent
79.	Suspected child sexual abuse; attention seeking behavior; difficulty staying on task	F, G -- disclosure of perpetrator; Staff/parent materials dealing with sexual abuse indicators
80.	Aggressive behavior; self-stimulating; biting peers; limited use of "words"	F, G -- language development and appropriate peer interactions; Parent/staff literature pertaining to child self-stimulation
81.	Poor listening skills; difficulty sharing; difficulty following directions; biting behavior	F, G -- listening skills, following directions, and positive peer relations; Q
82.	Angry; aggressive; limited use of "words"	F, G -- language development and decrease anger/aggressive behavior; Q
	Crisis Management Clients	
83.	Obtain better job, children's clothing, diapers, food, support group referral for victims of abuse, respite, and personal hygiene items, household cleaning supplies	A; B; C; Z
84.	Obtain infant clothing, play pen, diapers, detergent, household cleaning supplies	A; D; C; Z
85.	Assistance with eviction and utility termination notices, food, children's clothing, eye glasses, diapers, detergent	A; D; E; I; Z
86.	Assistance with utility termination notices	E; Z
87.	Assistance with eviction notice, diapers, food, personal hygiene items, household cleaning supplies	A; I; B; C; Z
88.	Assistance with utility termination notice, diapers, food, detergent, household cleaning supplies	A; D; C; Z
89.	Assistance with eviction notice, food, diapers, detergent, referral to parenting class	I; A; D; Z

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide
90.	Assistance with phone and utility termination, food, and referral to SSI due to child's hearing impairment	E; Z
91.	Referral for parent support group dealing with special needs children, respite care, diapers	A; Z
92.	Homeless client needs assistance locating permanent shelter and obtaining all basic need items such as food, clothing, diapers, personal hygiene items, etc.	A; B; C; Z
93.	Clothing, shoes, diapers	A; D; Z
94.	Assistance with eviction notice, phone and utility termination notices, clothing, diapers, personal hygiene items, household cleaning supplies, rape support group, job	I; E; B; A; D; C; Z
95.	Referral for spouse abuse support group; job, food	Z
96.	Food and assistance with utility termination notices	E; Z
97.	Diapers, food	A; Z
98.	Assistance with utility termination notice	E; Z
99.	Referral for parenting class and family counseling	Z
100.	Assistance locating better job; children's clothing, diapers, detergent, household cleaning supplies; assistance with termination notice and rent eviction notice	A; D; C; B; E; Z
101.	Homeless client in need of shelter, job, food, and all basic needs items	B; C; D; Z
102.	Children's clothing, rent assistance, personal hygiene items, household cleaning supplies, detergent, better job	I; B; C; D; Z
103.	Assistance obtaining GED, better job, food, and clothing; assistance with eviction and utility termination notices	I; E; Z
104.	Referral to grandparent support group; questions about how to obtain medical insurance for grandchildren; diapers, clothing, and food; assistance paying for car repairs	A; Y; Z
105.	Child threatened parent with violent bodily harm	Z
106.	Assistance locating job/job training, furniture, and clothing; assistance with utility termination notice	E; Z
107.	Assistance with car repairs and utility termination notice; legal referral due to apartment theft; food, clothing	E; Y; Z
108.	Assistance obtaining child support, clothing, diapers, food, job	A; Z
109.	Referral to parenting classes and family counseling	Z
110.	Homeless client in need of shelter, household items, food, diapers, clothing, personal hygiene items, toys	A; B; C; F; G; Z
111.	Grandchild committed bodily harm to grandmother. Grandparent needs assistance obtaining psychiatric help for child and family counseling.	Z
112.	Assistance with rent, utilities, food, household cleaning supplies, detergent	I; E; C; D; Z
113.	Dental referral, food, clothing, diapers, assistance with rent and utility termination notice	A; I; E; D; C; Z
114.	Infant clothing, car seat, diapers	A; Z
115.	Assistance locating better job, food, diapers	A; Z

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Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
116.	Assistance obtaining GED and job, clothing, food, diapers, safe home heating source, personal hygiene items, detergent	A; B; D; Z
117.	Beds for children	Z
118.	Homeless client needs shelter, all basic needs items, diapers, detergent, toys and books, etc.	A; D; B; G; F; C; Z; Household Items
119.	Referral for counseling and parenting group, information pertaining to active-alert child, food, diapers	A; Z
120.	Food, clothing, furniture, grandparent support group	Z
121.	Clothing	Z
122.	Diapers, detergent, clothing	A; D; Z
123.	Food, detergent, and cleaning supplies	D; C; Z
124.	Assistance locating better job; food, personal hygiene items, household cleaning supplies, assistance with rent and utility termination notice	B; C; I; E; Z
125.	Clothing, diapers, food	A; Z
126.	Referral to SSI	Z
127.	Homeless client in need of shelter, GED, job, all basic needs items, diapers, etc.	A; B; G; F; Z
128.	Assistance locating job and paying telephone bill	Z
	Long Term Case Management Clients	
129.	Children exposed to violence in home, now in Foster Care	Q -- children's response to violence including possible psycho-social effects for parents and staff; Z
130.	Children in Foster Care and asked to testify about custody.	F, G -- for foster parent to reduce child's stress of court-related activities; Z
131.	At-risk family living in substandard housing conditions	I; Z
132.	At-risk child with aggressive behavior	F; G; Q; Z
133.	At risk child being raised by grandparents who are worried about the child's sexual orientation	Q -- the need to accept child's individuality; Z
134.	At-risk parent with budgeting problems.	S; Z
135.	Children have been in multiple protective service and foster care placements and are now about to be adopted.	Family and staff training materials addressing emotional, developmental, and legal issues involved with adoption, as a supplement to State mandated training materials; Q; Z
136.	At risk single parent head of household requests parenting assistance. She wants her children to graduate from high school.	Dropout prevention training materials for parents, children and staff; Q; Z
137.	At risk head of household is illiterate. She wants to learn to read and write in order to obtain job skills. She needs budgeting assistance.	A; D; B; F; G; S; Q; Z
138.	Grandmother head of household has desire to learn how to provide structure for her grandchildren.	Q -- establishing routines; Z
139.	Foster parent requests guidance on raising newborns	Q -- newborn care; Z
140.	Grandparent requests assistance raising her grandchildren. She wants them to graduate from high school.	Q -- grandparents raising their grandchildren; Z
141.	At risk single parent did not complete high school. She desires parenting assistance and help obtaining her GED.	D; B; F; G; S; Z
142.	Grandparent head of household has concerns regarding possible physical/sexual abuse while child with parents. Child has documented severe delays due to prenatal substance exposure.	A; D; B; H; G; F; Z

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
143.	Two full-time working parents have abused their children and seek parenting assistance and support.	Q; Z; Opportunities for free family fun in order to learn how to relax and appreciate family members
144.	At risk single parent father requests parenting assistance and support.	A; D; G; F; Q -- special needs of single parent fathers and teaching appropriate discipline techniques; Z
145.	Foster parent requests support and assistance raising two children that have been in and out of multiple foster homes due to mother's recurring substance abuse. Siblings are in another foster home.	F, G -- separation from parent and siblings; Z
146.	At risk parent seeks parenting assistance, job, and legal help to establish visitation rights.	A; D; G; F; B; C; Z
147.	At risk single parent father seeks parenting assistance, clothing and personal hygiene items for his children.	B; A; D; F; G; Z; Personal hygiene training video or materials for parent
148.	At risk parent is attempting to regain custody of her two children from the State child welfare agency. She requests parenting assistance.	G; F; C; A; D; B; Q; Z
149.	At risk parent requests transportation assistance to child care; assistance with budgeting and bill paying; help to obtain phone. She also desires assistance finding a job.	A; D; C; B; G; F; E; S; Q; Z
150.	Foster parent requests assistance dealing with substance exposed children.	Q -- effects of substance exposure and techniques to deal with the effects of exposure for staff and parent; Z
151.	At risk single parent requests help with parenting, basic needs and employment opportunities	C; B; A; D; S; Z
152.	At risk parent requests parenting assistance, food and other basic needs, and assistance with job opportunities.	A; D; B; C; U; Z
153.	Single parent mother was repeatedly beaten by husband. Husband destroyed household furniture, etc. She left him and took the children. She requests parenting assistance and help rebuilding her household.	A; D; B; C; G; F; V; Z; Information on how to deal with spouse abuse; Information about effects of spouse abuse on children; Information about how to avoid becoming a victim; Voucher for furniture and phone
154.	At risk parent requests parenting assistance and clothing for her children.	D; C; F; G; Q; Z
155.	At risk parent requests parenting assistance, higher paying job, and assistance with basic needs.	A; D; C; B; F; G; U; Q; Z
156.	At risk parent requests parenting assistance, higher paying job, and assistance with basic needs.	A; D; C; B; F; G; U; Q; Z
157.	At risk parent requests parenting assistance, higher paying job, and assistance with basic needs.	A; D; C; B; F; G; U; Q; Z
158.	At risk parent requests parenting assistance and help advocating for her rights with the electric company.	Q; Z
159.	At risk parent of child with severe developmental delays requests parenting assistance.	Q; N; O; Z
160.	At risk parent of child with severe developmental delays requests parenting assistance.	Q; N; O; Z
161.	Low income, at risk parent of child with developmental delays requests parenting assistance and help obtaining higher paying job.	Q; N; O; Z
162.	Low income grandparent raising two grandchildren requests parenting assistance and support with basic needs.	A; D; C; B; F; G; Q -- grandparents raising grandchildren; Z
163.	At risk parent requests parenting assistance and help obtaining job.	A; B; C; F; G; U; S; Q; Z
164.	At risk parent of two children diagnosed with ADHD requests parenting assistance and help obtaining job.	F; G; C; B; Q -- ADHD child; U; S; Z

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Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
165.	At risk mother of three children was raped when her husband was in jail for spouse abuse and theft. She requests rape assistance, parenting assistance, and help establishing household separate from husband.	A; D; B; C; F; G; Q; Z; Voucher for furniture and phone
166.	At risk parent requests parenting assistance and is in need of higher paying job and personal hygiene training.	F; G; A; B; C; D; U; Q; Z; Hygiene training materials
	Developmental Screening Clients	
167.	Communication and fine motor delays	P
168.	Communication and adaptive delays	J; N
169.	Communication, adaptive, fine motor, and personal-social delays	P
170.	Adaptive, communication, fine motor, and personal-social delays	K; M; N
171.	Personal-social, adaptive, and communication delay; child can not close mouth due to adenoid problems	Information regarding adenoids for staff
172.	Fine motor delay	K; M; N
173.	Communication, fine motor, and adaptive delays	J; K; N
174.	Communication, adaptive, fine motor, and personal-social delays; child can not hear well	J; K; N;
175.	Adaptive delay	O -- adaptive skills
176.	Social-emotional delays	O -- social-emotional skills
177.	Adaptive delay	O -- adaptive skills
178.	Communication, gross motor, personal-social, fine motor, adaptive and speech delays	O -- to supplement occupational therapist's suggestions
179.	Communication delay	O -- infant communication stimulation skills
180.	Communication, fine motor, and personal-social delays	O -- overall infant stimulation skills
181.	Personal-social delay; speech and hearing abnormalities	J
182.	Communication delay	J; N
183.	Cognitive delay	N
184.	Gross motor, adaptive, and personal-social delays	N
185.	Speech delay	J; N
186.	Gross motor delay	N
187.	Communication delay	J; N
188.	Communication and fine motor delays	J; K; N
189.	Adaptive and personal-social delays	O -- personal-social skills
190.	Communication delays	J
191.	Communication and adaptive delays	J; N
192.	Communication and fine motor delays	J; N
193.	Fine motor and personal-social delays	O -- overall toddler activities
194.	Communication and adaptive delays	J; N
195.	Communication and adaptive delays	J; N
196.	Communication delays	J; N
197.	Communication, gross motor, fine motor, and adaptive delays	J; K; N -- toddler ages

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide
198.	Fine motor delays	N
199.	Communication delays	N -- infants
200.	Social-emotional delays	N
201.	Personal-social delays	N
202.	Communication, fine motor, gross motor, adaptive, and personal-social delays	K; N
203.	Communication and adaptive delays	P
204.	Fine motor, adaptive, and personal-social delays	K; N
205.	Cognitive delays	O -- cognitive skills
206.	Fine motor, adaptive, and speech delays	J; N
207.	Fine motor and adaptive delays	K
208.	Fine motor and adaptive delays	P
209.	Fine motor delays	O -- overall infant stimulation skills
210.	Fine motor delays	N
211.	Communication delays	L; N
212.	Communication delays	J; N
213.	Communication, adaptive, and personal-social delays	J; N
214.	Personal-social delays	N -- toddlers
215.	Speech delays	J; N
216.	Communication, gross motor, fine motor, and adaptive delays	N -- infants
217.	Language barrier	P
218.	Communication, adaptive, and personal-social delays	J; K; N
219.	Communication, adaptive, and personal-social delays	P
220.	Communication and speech delays	J; N
221.	Gross motor, fine motor, and personal-social delays	N
222.	Communication, fine motor, and adaptive delays	N
223.	Gross motor delays	N
224.	Communication delays	J; N
225.	Fine motor delays	K
Short Term Case Management Clients		
226.	Obtain parenting information; learn how to buy a home; learn how to obtain a GED; learn how to establish credit; learn how to develop a family budget	S; R; Z
227.	Obtain parenting information for ADHD child; obtain medical referral; learn how to improve time management, budgeting, and business management skills	S; T; Z; Business Management Literature and Videos
228.	Obtain assistance locating job, including development of resume and interviewing skills; learn how to establish a family budget	U; S; Z
229.	Learn how to develop a family budget; locate information about family insurance; obtain medical and psychological referral; obtain referral for credit counseling	S; V; Z

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Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
230.	Learn how to purchase affordable housing; explore possibility of vocational training; obtain parenting information; develop time management and budgeting skills	X; Q; T; S; Z
231.	Learn how to obtain a better job; learn how to enroll in an English as a Second Language (ESL) class; Develop time management skills; Obtain medical referral	U; T; Z
232.	Obtain parenting information; obtain legal referral; obtain counseling referral; learn how to purchase a house; learn how to obtain a better job	Q; X; U; Z
233.	Learn how to obtain affordable housing; Obtain job training referral; Obtain child support; obtain more affordable child care; learn how to establish credit; obtain parenting information and referral to parenting classes	X; U; W; R; Q; Z
234.	Learn how to resolve child support issues; obtain information about child development and parenting skills; learn how to develop a family budget; obtain a referral for medical and legal assistance; learn how to purchase a house	W; Q; S; X; Z
235.	Obtain basic needs items; obtain information pertaining to family insurance, budgeting, counseling, and how to obtain a better job; referral for reliable auto mechanic and assistance paying for car repairs	A; B; C; D; E; F; G; H; Z V; S; U; Y; Z
236.	Obtain referral for parenting classes; obtain basic needs items; learn how to establish a family budget	A; B; C; D; E; F; G; H; S; Z
237.	Obtain assistance finding a job; develop time management and budgeting skills	U; T; S; Z
238.	Obtain family insurance information; learn how to purchase a house; learn how to develop a professional resume	V; X; U; Z
239.	Obtain information about budgeting; obtain assistance resolving child support issues; obtain counseling referral	S; W; Z
240.	Learn how to obtain a job; learn how to buy a car; receive information about child development and parenting skills	U; Q; Z
241.	Obtain employment; learn how to establish credit; learn how to develop a family budget	U; R; S; Z
242.	Obtain parenting information and a counseling referral	Q; Z
243.	Explore options regarding enrolling in college or obtaining a better job; obtain parenting and child development information; learn how to improve time management skills	U; Q; T; Z
244.	Obtain referrals for counseling and legal assistance; obtain referral for smoking cessation class; explore college/career training options; develop time management skills	T; Z
245.	Obtain referrals for counseling, legal assistance, and medical assistance	Z
246.	Obtain basic needs items; discuss higher education options; learn how to obtain a better job; learn how to develop a family budget	A; B; C; D; E; F; G; H; J; U; S; Z
247.	Discuss the possibility of returning to school; obtain counseling referral; learn how to obtain a better job	U; Z
248.	Learn how to develop a family budget and time management skills	S; T; Z
249.	Obtain parenting information and learn how to enroll in college	Q; Z
250.	Obtain basic needs items; learn how to develop a budget; obtain medical referral; learn how to obtain a better job	A; B; C; D; E; F; G; H; S; U; Z

Client Number	Reason for Service Request	Item(s) Client Needed/Requested That Worker Could Not Provide*
251.	Obtain parenting information; obtain counseling referral	Q; Z
252.	Obtain basic needs items; learn how to develop a family budget; obtain parenting information; learn how to obtain affordable housing	A; B; C; D; E; F; G; H; S; Q; X; Z
253.	Obtain affordable child care; learn how to purchase a house; learn how to write a resume; learn how to develop a family budget	X; U; S; Z
254.	Learn how to resolve child support issues; learn how to obtain employment; obtain medical referral; receive financial assistance with car repairs; learn how to develop a family budget	W; U; Y; S; Z
255.	Learn how to obtain a better job; obtain family clothing; learn how to obtain affordable housing	U; X; Z
256.	Obtain affordable child care; receive referral for counseling; learn how to develop a family budget; learn how to obtain affordable housing	S; X; Z
257.	Receive a referral for marriage counseling; learn how to obtain GED; learn how to develop a family budget; learn how to establish credit; learn how to obtain affordable housing	S; R; X; Z
258.	Learn how to obtain GED; receive referral for job training; obtain basic needs items	A; B; C; D; E; F; G; H; Z
259.	Learn how to resolve child support issues; receive counseling referral; learn how to develop a family budget; learn how to purchase a house	W; S; X; Z
260.	Receive a referral for computer training; obtain parenting information, obtain food for family; learn how to develop a family budget	Q; A; B; C; D; E; F; G; H; S; Z
261.	Learn how to purchase a house; obtain parenting information; receive counseling referral; learn how to develop a family budget; learn how to establish credit	X; Q; S; R; Z
262.	Learn how to obtain GED; learn how to establish credit and purchase a house	R; X; Z
263.	Learn how to obtain GED; obtain parenting information; develop skills necessary to obtain a job	Q; U; Z
264.	Obtain parenting information; explore higher education options; obtain affordable child care and housing; receive medical referral	Q; X; Z
265.	Obtain referral for counseling; obtain parenting information	Q; Z
266.	Explore higher education options; learn how to establish credit and purchase a home; obtain affordable child care	R; X; Z
TOTAL:	256 of the 266 clients served required at least one item that was unavailable for distribution by worker.	

*Key:

A = Diapers and Wipes or Pull-ups
B = Personal Hygiene Items
C = Household Cleaning Supplies
D = Laundry Detergent
E = Emergency Utility Vouchers
F = Children's Books
G = Developmentally Appropriate/Therapeutic Toys, Games, and Videos
H = First Aid Kit
I = Rent Voucher
J = Speech and/or Hearing Evaluation
K = Occupational Therapy Evaluation
L = Speech Therapy
M = Occupational Therapy
N = Developmental Stimulation Materials For Staff Use in Classroom
O = Additional Stimulation Activity Ideas for Use by Parents in Home and Staff in Classroom
P = Spanish Developmental Screening Tool and Stimulation Activities for Home and Classroom Use
Q = Parenting/Behavior Modification Literature and Videos
R = Establishing Credit Literature and Videos
S = Family Budgeting Literature and Videos
T = Time Management Literature and Videos
U = Obtaining a Job/Resume Writing/Interviewing Skills Literature and Videos
V = Family Insurance Literature and Videos
W = Child Support Advocacy Literature
X = Purchasing/Renting Affordable Housing Literature and Videos
Y = Car Repair Vouchers
Z = Child/Family Advocacy Training Materials

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Appendix C

Request List For Consumable Client Supplies

and

Request List For Non-Consumable Client Supplies

REQUEST LIST FOR CONSUMABLE CLIENT SUPPLIES

Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
Consumable Educational Literature									
Reading At Home With Your Child Provides helpful advice which encourages parents to participate in their child's exploration and enjoyment of books. 35 copies per unit. MLP Parent Page	3	5	5	5	12	5	35.00	$6.00	$6.00
Seven Secrets To School Success Seven practical steps that will help parents make their child's passage through school happy and successful. 35 copies per unit. MLP Parent Page	2	5	5	5	12	5	34.00	$6.00	$6.00
Coping With Parent Burnout "Stress Test" along with "Healthy Responses to Stressful Situations." Helps remind parents that if they are "burned out" now it is because they were once on fire! 35 copies per unit. MLP Parent Page	3	5	5	5	12	5	35.00	$6.00	$6.00
Childhood Stress Checklist "Stress Detectors" by reading about signs of stressful behavior in children, then learning to implement strategies for reducing the stress. 35 copies per unit. MLP Parent Page	1	5	5	5	12	5	33.00	$6.00	$6.00
Play Is Work Helps explain that play is much more than fun and leisure time, and that no textbook can teach the lessons learned through play. 35 copies per unit. MLP Parent Page	0	5	5	5	12	5	32.00	$6.00	$6.00
Accepting The Readiness Idea Covers the predictable reactions parents go through when their child needs the "Gift of Time." It helps parents realize that they are not alone. 35 copies per unit. MLP Parent Page	1	5	5	2	12	5	30.00	$6.00	$6.00
Coping With a Child's Stuttering Problem Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	1	2	2	0	0	1	6.00	$20.00	$1.67
Coping With The Bedwetting Problem Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	3	3	3	2	1	2	14.00	$20.00	$3.34
Helping A Child Build A Full Life With One Parent Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	0	4	5	5	12	5	31.00	$20.00	$6.67
Helping A Child Cope With Separation And Divorce Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	0	4	5	1	12	5	27.00	$20.00	$6.67
How To Deal With Destructive Behavior Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	2	5	5	1	1	5	19.00	$20.00	$5.00

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Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
How To Deal With Lying And Stealing Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	2	4	4	1	1	3	15.00	$20.00	$3.34
Nervous Mannerisms And What's Behind Them Provides parental guidance and explains how the child feels. 100 copies per unit. MNHA Pamphlet	2	5	5	1	1	1	15.00	$20.00	$3.34
Preparing Your Child For The Hospital Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	1	3	2	1	1	2	10.00	$20.00	$3.34
Understanding And Coping With A Child's Fears Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	0	5	5	1	3	5	19.00	$20.00	$5.00
Understanding And Dealing With A Child's Illness Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet	1	5	2	5	12	4	29.00	$20.00	$6.67
Off to a Sound Start: Your Baby's First Year What happens during the first year of life, with helpful tips for parents and caregivers. 100 copies per unit. NAEYC Brochure	3	1	1	2	5	2	14.00	$10.00	$1.67
Keeping Healthy: Parents, Teachers, and Children Tips for program staff and parents on ways to keep children in early childhood programs healthy. 100 copies per unit. NAEYC Brochure	2	5	5	5	11	5	33.00	$10.00	$3.34
Merrily We Roll Along How to keep children busy while they are buckled up. 100 copies per unit. NAEYC Brochure	5	5	5	5	12	5	37.00	$10.00	$4.17
Teaching Young Children to Resist Bias: What Parents Can Do Tips for parents and teachers to help children appreciate diversity and deal with others' biases. 100 copies per unit. NAEYC Brochure	1	5	2	2	5	5	20.00	$10.00	$2.50
Play Is FUNdamental Play helps children learn in all sorts of ways. How parents or teachers can make play an enriching experience. 100 copies per unit. NAEYC Brochure	1	5	5	5	12	5	33.00	$10.00	$3.34
Helping Children Learn Self-Control Basic techniques to help children develop self-discipline. 100 copies per unit. NAEYC Brochure	1	5	5	5	12	5	33.00	$10.00	$3.34
Love & Learn: Discipline for Young Children Discipline need not be punitive! Positive approaches that work. 100 copies per unit. NAEYC Brochure	1	5	5	5	12	5	33.00	$10.00	$3.34
Media Violence and Children: A Guide for Parents Provides information about the effects associated with children's repeated viewing of television violence and offers guidelines for parents. 100 copies per unit. NAEYC Brochure	0	5	5	5	12	5	32.00	$10.00	$3.34

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Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
Ready or Not: What Parents Should Know about School Readiness Describes readiness as a two-way street with responsibilities for parents and schools. Also gives tips for ways parents can help to prepare their children to succeed in school. 100 copies per unit. NAEYC Brochure	1	5	5	5	12	3	31.00	$10.00	$3.34
Sing A Song Of Spinach Ideas that make shopping with children productive and fun. What to do or say when other parents abuse their children in public. 100 copies per unit. NCPCA Brochure	0	5	5	5	12	5	32.00	$32.00	$10.67
Partner Abuse--What Women Should Know Encourages women in abusive situations to seek help; tells how to prepare for a quick getaway, details types of abusive situations and describes common patterns of abuse. SCRIPTO Booklet	0	4	4	5	5	3	21.00	.60	12.60
Adults Abused as Children Looks at how early abuse carries over into adulthood. Details problems that may be experienced in later life, and where to go for help and counselling. SCRIPTO Booklet	0	4	4	5	5	3	21.00	.60	12.60
Keeping Your Cool When Your Young Child Cries--Preventing Shaken Baby Syndrome Frank but nonjudgmental booklet alerts parents to the long-term damage that can be inflicted in just a few seconds. Gives strategies for avoiding lost tempers in stressful situations; includes brief discussion of the many reasons babies cry. SCRIPTO Booklet	1	1	1	1	2	3	9.00	.60	5.40
Preventing Child Abuse Details symptoms of child abuse and the role of stress in precipitating abuse. Emphasizes everyone's responsibility to report suspected abuse. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
Sexual Abuse of Children Discusses causes and effects of sexual abuse, and what to do if it's discovered. Urges parents to teach children self-protection. SCRIPTO Booklet	0	2	2	2	5	3	14.00	.60	8.40
Emotional Abuse and Neglect of Children Alerts readers to types, causes and symptoms of emotional abuse and neglect. Encourages honest evaluation of one's parenting skills; suggests ways to end abuse and neglect. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
What's a Family? Helps readers strengthen family relationships. Points out the rewards and challenges of different types of families. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
About Parenting Assists parents in meeting children's physical, emotional and intellectual needs, teaching good behavior, and communicating openly. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Single Parenting Focuses on special concerns of single parents: child care, money management, improving the parent/child relationship, and more. Gives sources of support. SCRIPTO Booklet	0	4	5	5	12	4	30.00	.60	18.00
When Your Child Misbehaves Gives parents a better understanding of why kids "act up," and how to promote positive behavior in a loving, consistent manner. Covers rule-setting, fair punishment, and appropriate responses to specific misbehaviors. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80

Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1*	2*	3*	4*	5*	6*			
Disciplining Your Child Explains discipline as a process of encouraging self-control and responsibility. Emphasizes love and understanding; includes guidelines for fair discipline. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Good Ways to Raise Good Kids--Firm, But Fair Gives helpful guidelines for effective discipline. Stresses the value of positive reinforcement of good behavior; promotes good communication. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Parents and Stress Offers insight into the causes of stress and anger, and positive ways of managing them. Recommends seeking outside help when needed. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
Baby's First Year--A Calendar Of Tips For Parents Friendly and upbeat, this pocket calendar offers insights into babies' physical and emotional development, caring for young one's health and safety, parenting skills and much more. An excellent reference, and a keepsake of a child's first year. SCRIPTO Calendar	3	1	1	1	5	2	13.00	$1.60	20.80
Caring For Your Newborn A guide every new parent will welcome! Helps relieve first-child anxieties and promotes positive parenting. Includes advice on newborn behavior patterns and meeting their basic needs in feeding, bathing, dressing, safety, bonding and illness. SCRIPTO Booklet	3	1	1	1	5	2	13.00	.60	7.80
When Your Child Is Ill Reassuring advice for parents on caring for a sick child. Explains symptoms and treatment of common illnesses; tells when to call the doctor. SCRIPTO Booklet	1	4	4	5	12	4	30.00	.60	18.00
Your Child's Hearing Stresses the importance of early detection of hearing loss. Explains how to identify common hearing disorders, urges regular checkups, and more. SCRIPTO Booklet	3	4	1	1	1	4	14.00	.60	8.40
Child Development From Birth to Three Years Old Offers parents valuable information and advice about their child's development. Shows how to encourage a child's mental, physical and emotional development in each stage, and includes many other indispensable tips. SCRIPTO Booklet	5	4	4	5	12	4	34.00	.60	20.40
Child Development From Three to Six Years Old See above. SCRIPTO Booklet	5	4	4	5	12	4	34.00	.60	20.40
Child Development From Six to Nine Years Old See above. SCRIPTO Booklet	0	2	5	5	12	3	27.00	.60	16.20
Child Development From Nine to 12 Years Old See above. SCRIPTO Booklet	0	1	1	1	5	3	11.00	.60	6.60
Good Nutrition Promotes an understanding of proper eating habits. Lists basic food groups, essential nutrients, average daily requirements, and more. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Balanced Diet on a Balanced Budget Explains nutrients and balanced diets; how to plan nutritious, economical meals; how to shop sensibly; and much more. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20

Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
About Self-Esteem Helps readers improve their self-image and develop a more positive attitude; contains a quiz to let them assess their level of self-esteem. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Need A Lift?--Boost Your Self-Esteem Adolescents and young adults learn to take pride in themselves and their heritage. Explains benefits of self-esteem and tells how to improve it. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
Stress and Your Child Describes symptoms and sources of harmful stress in children. Tells parents what they can do to boost youngsters' confidence; gives tips on family-wide stress reduction. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
Learning Disabilities Alerts parents and others to the signs of learning disabilities. Explains types of disorders and how children can be helped at school and at home. SCRIPTO Booklet	2	4	4	2	5	3	20.00	.60	12.00
Attention Deficit Disorder Helps children, parents and teachers face the challenges of ADD. Outlines causes, symptoms, and possible treatments for ADD. SCRIPTO Booklet	2	4	4	2	5	4	21.00	.60	12.60
Speech and Language Disorders Discusses major types of language disorders, warning signs, and preventive measures. Stresses the importance of early detection and treatment. SCRIPTO Booklet	5	3	3	1	1	3	16.00	.60	9.60
You, Your Child and Violence Helps parents protect their children from violence by teaching the skills for handling conflicts and encouraging them to model non-violent behavior. Also suggests ways to get involved in school and community violence prevention efforts. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
40 Ways to Protect Your Home Reminds everyone that a little extra thought and care can reduce the chances of a home burglary. Lists forty "burglar-proofing" suggestions. SCRIPTO Booklet	0	3	3	5	12	5	28.00	.60	16.80
20 Ways to Avoid Being Swindled Alerts people to the fraudulent schemes that cheat consumers out of millions each year. Tells how to avoid being victimized. SCRIPTO Booklet	0	1	1	5	12	5	24.00	.60	14.40
How to Finance a Home Describes types of mortgages and how they work. Gives step-by-step guide to obtaining a home mortgage; provides tips for protecting the investment. SCRIPTO Booklet	0	1	1	5	12	3	22.00	.60	13.20
Checking Accounts Promotes checking accounts as an effective way to manage personal finances. Describes bank services, and how to write checks and keep accurate records. SCRIPTO Booklet	0	1	1	5	12	3	22.00	.60	13.20
Family Budgeting Solid advice on keeping spending under control. Includes directions on setting up a budget, plus a chart to record amounts spent and saved. SCRIPTO Booklet	0	3	3	5	12	5	28.00	.60	16.80
Beat the High Cost of Living Presents 138 practical tips for saving on food, clothing, household items and shelter. SCRIPTO Booklet	0	3	3	5	12	3	26.00	.60	15.60

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Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
Pre-Retirement Planning Encourages readers to start planning now for future financial security, leisure time, a post-retirement job, housing, personal health, legal needs and more. SCRIPTO Booklet	0	1	1	5	12	3	22.00	.60	13.20
Why You Should Have a Will Offers convincing reasons for preparing a will, and simple steps for doing it. Explains who prepares a will, when and how to change it, and more. SCRIPTO Booklet	0	1	1	5	12	3	22.00	.60	13.20
The Law and You Clear explanation of laws governing marriage, divorce, parenthood, contracts, wills, etc. Defines civil and criminal law; details rights of the accused; tells when and how to get a lawyer. SCRIPTO Booklet	0	1	2	5	12	3	23.00	.60	13.80
Your Right to Vote Promotes voting as an opportunity to voice one's opinion and become actively involved in government. Gives advice on becoming an informed voter; suggests other ways to participate in government. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
Be a Volunteer! This booklet has the volunteer spirit: lively and positive! Persuasively tells readers how volunteering benefits their organization, community and themselves. SCRIPTO Booklet	0	5	5	5	12	4	31.00	.60	18.60
How to Improve Your Listening Skills Readers learn how being a good listener pays off at home, at work, and at leisure. Includes tips for becoming a better listener. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
How to Develop Your Decision-Making Skills Weighs the roles of analysis and intuition in making a wise decision. Outlines decision-making do's and don'ts; urges readers to act on their decisions. SCRIPTO Booklet	0	2	2	5	12	4	25.00	.60	15.00
Improving Your Interpersonal Skills Handy guide to self-expression, listening well, and being assertive. Includes tips on group interaction and handling conflict in a positive manner. SCRIPTO Booklet	1	5	5	5	12	5	33.00	.60	19.80
About Assertiveness Promotes honest and tactful communication. Shows the difference between assertiveness and aggression; tells how to channel aggression into a constructive means of expression. SCRIPTO Booklet	0	5	5	5	12	4	31.00	.60	18.60
Managing Your Time Teaches readers to set priorities, plan carefully, avoid procrastination, delegate responsibility, and more. SCRIPTO Booklet	0	4	4	5	12	5	30.00	.60	18.00
How To Understand Yourself Stresses that we are all unique, yet share basic needs and purposes. Explains how purposes change throughout life; offers advice on coping with conflicts that result from change. SCRIPTO Booklet	0	5	5	5	12	5	32.00	.60	19.20
Your Attitude and You Positive thinking leads to positive results! Encourages readers to set goals, believe in themselves, and enjoy what they do. SCRIPTO Booklet	0	4	5	5	12	5	31.00	.60	18.60
Your Winning Attitude at Work Shows how to build a positive attitude by improving self-esteem and solving problems effectively. Emphasizes the benefits of maintaining a positive attitude. SCRIPTO Booklet	0	3	3	5	12	4	27.00	.60	16.20

Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1"	2"	3"	4"	5"	6"			
Job Stress Focuses on controlling on-the-job pressures that can lead to burnout. Shows ways to relieve tension and maintain a healthy attitude toward work. SCRIPTO Booklet	0	5	5	5	12	4	31.00	.60	18.60
Career Planning Motivates readers to assess their career skills, match them to a specific type of work, and target the organizations they want to work for. Includes interview strategies. SCRIPTO Booklet	0	3	1	5	12	3	24.00	.60	14.40
Career Opportunities for Women Helps women get the job they want by explaining legislation affecting women's employment rights, career opportunities, and more. SCRIPTO Booklet	0	3	3	5	12	3	26.00	.60	15.60
Job Interview Skills Gives advice on preparing for a successful interview, researching the prospective employer, and feeling confident and relaxed. SCRIPTO Booklet	0	3	1	5	12	3	24.00	.60	14.40
Writing Your Résumé Tells what to include in a résumé, and how to focus on strengths and minimize weaknesses. Includes advice on setting the proper tone, and more. SCRIPTO Booklet	0	2	2	5	12	3	24.00	.60	14.40
Crack Cocaine--It's a Family Problem Shows how crack goes beyond hurting users to harm entire families. Outlines what family members can do if crack invades their household. SCRIPTO Booklet	0	1	1	2	12	4	20.00	.60	12.00
Consumable Kits									
Initial Personal Hygiene Kit One kit per family to include: shampoo, toothpaste, toothbrushes, dental floss, bath soap, moisturizer, sunscreen, combs, brushes, deodorant, tampons/sanitary napkins, toilet tissue, facial tissue.	0	2	2	5	5	5	19.00	$50.00	950.00
Partial Personal Hygiene Kit One kit per family, as needed, to supplement the complete kit. Items may include: shampoo, toothpaste, bath soap, deodorant, tampons/sanitary napkins, toilet tissue, facial tissue.	0	2	2	5	5	25	39.00	$20.00	780.00
Initial Household Cleaning Supply Kit One kit per family to include: bucket, broom, dust pan, mop, dust cloth, dishwashing detergent, laundry detergent, all-purpose disinfecting cleanser, window cleaner, sponges, paper towels.	0	1	1	5	5	5	17.00	$35.00	595.00
Partial Household Cleaning Supply Kit One kit per family, as needed, to supplement the complete kit. Items may include: dishwashing detergent, laundry detergent, all-purpose disinfecting cleanser, window cleaner, sponges, paper towels.	0	1	1	5	5	25	37.00	$10.00	370.00
"Read With Me" Kit To include two developmentally appropriate children's books.	2	15	15	15	5	25	77.00	$6.00	462.00
"Play With Me" Infant Kit To include one baby rattle, one crib mirror, one teether, and one *Baby's First Blocks*	2	1	1	1	5	2	12.00	$35.00	420.00
"Play With Me" Toddler Kit To include one pull toy, one ball, one dress-me-up doll, one mechanical toy, and one *Corn Popper*.	2	3	3	2	5	4	19.00	$50.00	950.00

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Item Requested	Monthly Quantity Requested Per Worker						Monthly Item Total	Unit Cost	Total Monthly Cost
	1*	2*	3*	4*	5*	6*			
"Play With Me" Pre-School Kit To include stringing beads, one puzzle, one pounding toy, one musical instrument, large crayons, and an assortment of paper.	2	5	5	5	5	5	27.00	$50.00	1,350.00
"Back-To-School" Kit To include backpack, paper, pencils, eraser, scissors, crayons, glue stick, and classroom facial tissue.	0	1	1	1	3	3	9.00	$30.00	270.00
Basic First Aid Kit To include bandages, peroxide, swabs, cotton balls, fever reducer, digital thermometer, thermometer shields, vomit-inducing product, lice product, insect repellant, illustrated CPR chart, poison control stickers, and a first aid book.	0	5	5	5	5	5	25.00	$50.00	1,250.00
Initial Toilet Training Kit To include children's toileting picture book, adult's toileting instruction book, disposable training pants, and one package of cloth training pants.	1	4	4	3	3	4	19.00	$30.00	570.00
Partial Toilet Training Kit To include two packages of disposable training pants.	0	4	4	3	3	4	18.00	$16.00	288.00
Diapering Kits To include two packages of disposable diapers, diaper wipes, diaper powder.	0	3	3	5	5	21	37.00	$25.00	925.00
Other Consumable Items									
Family Excursion Expenses To include: bus rental, admission fees, and food subsidy for staff and families. Destinations include Disney World, Sea World, Lowry Park Zoo, etc. Cost will vary. Average cost per trip is stated.	0	0	0	0	1	0	1.00	$1000.00	$1000.00
Emergency Utility Vouchers To assist with termination situations. Cost will vary. Average cost is stated.	0	0	0	2	5	3	10.00	$200.00	2,000.00
MONTHLY TOTALS:	86.00	357.00	352.00	394.00	863.00	471.00	2,502.00	$1,999.00	$13,185.49

TOTAL YEARLY EXPENSE FOR CLIENT SUPPLIES:	$158,225.88

*1 = Developmental Screening Specialist

*2 = Therapeutic Play Specialist (County Funded)

*3 = Therapeutic Play Specialist (State Funded)

*4 = Short Term Case Manager

*5 = Crisis Manager/Parenting Group Facilitator/Central Directory Assistant

*6 = Long Term Case Manager

REQUEST LIST FOR NON-CONSUMABLE CLIENT SUPPLIES

Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1"	2"	3"	4"	5"	6"	
Non-Consumable Books and Games (Indicated by "Y" if item is needed for client population or "N" if item is not needed.)							
Active Learning Series Package Includes: *Active Learning For Infants, Active Learning For Ones, Active Learning For Twos, Active Learning For Threes.* (Each book contains a complete planning guide, a list of skills the child can do, and hundreds of activities to develop these skills. The books include activities for listening and talking, physical development, creativity, and the child's world. Each book has between 300-400 activities.) BB	Y	Y	Y	Y	Y	Y	$84.00
Snack Book Package Includes: *Teaching Snacks* (Turn snack time into learning. Each of the 40 snacks is accompanied by a list of cooking skills plus a related extension activity for math, science, language, story time, etc.), *Super Snacks* (A Seasonal collection of 160 sugarless recipes that are delicious, nutritious, and fun for children to make), *Healthy Snacks* (Teach nutrition while making snacks with the children. 100 low fat, low sugar, low salt snacks, each accompanied by a quick-to-use nutritional analysis and CACFP information.) BB	Y	Y	Y	Y	Y	Y	$19.00
Telling Isn't Tattling Thirteen stories portray typical examples of children telling or tattling. Each one ends with the question, "Is ____ telling or tattling?" For ages 4 - 12. PP,Inc.	N	Y	Y	Y	Y	Y	$5.95
Pick Up Your Socks Helps you motivate kids to do chores and homework, build skills in decision making, problem solving, memory, and motivation, identify what are reasonable expectations for different ages, determine when you need obedience and when you want responsibility. Includes a job chart listing average ages kids do household chores. For ages 3 - 15. PP, Inc.	Y	Y	Y	Y	Y	Y	$19.95
Win the Whining War and Other Skirmishes Step-by-step guide to eliminate whining, tantrums, dawdling, name calling, etc. For ages 2 - 12. PP, Inc.	Y	Y	Y	Y	Y	Y	$12.95
"The Answer is NO" Saying It And Sticking To It Tackles 26 situations that plague parents, helps you define your values and apply them, gives you tools to set firm, fair limits for those situations already out of control, builds good parenting habits to avoid future problems. For ages 2 - 12. PP, Inc.	Y	Y	Y	Y	Y	Y	$12.95
Living With The Active Alert Child A clear delineation of common characteristics, a guide to understanding what makes active alerts tick, day-to-day parenting strategies with real case histories and lively anecdotes, information on how active alerts learn and what school situations work best, descriptions of active alerts as adults and as parents themselves. For ages 2 - 12. PP, Inc.	Y	Y	Y	Y	Y	Y	$12.95
Peekaboo and Other Games to Play with Your Baby Activities that develop skills, create a sense of fun, and strengthen the bond between parent and baby. For ages birth - 2 years. PP, Inc.	Y	Y	Y	Y	Y	Y	$9.95
Joyful Play With Toddlers: Recipes For Fun With Odds and Ends Ideas for toys, games, quiet pastimes, and noisy adventures--all at minimal or no cost. For ages 1 - 3 years. PP, Inc.	Y	Y	Y	Y	Y	Y	$9.95
Growing Up Again Helps reader understand how he/she was parented. Charts, illustrations, helpful exercises present guidelines for implementing discipline and structure, setting limits, and showing love. PP, Inc.	Y	Y	Y	Y	Y	Y	$14.00
The Emotional Life of the Toddler Offers an indepth examination of the varied and intense emotional life of children from ages one to three. Discusses how to help a child achieve a balance between dependence and independence, how children's different temperaments express themselves and how parents can better match their own temperaments to their child's, new insights on how best to handle common toddler problems, such as sleep disturbances, sibling rivalry, and temper tantrums, normal anxieties of this age and how to recognize when anxiety is excessive, needing special attention. Particular attention is given to the shy child and the very active child. PP, Inc.	Y	Y	Y	Y	Y	Y	$12.00

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Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1"	2"	3"	4"	5"	6"	
All My Feelings at Preschool: Nathan's Day Readers share four-year-old Nathan's feelings and learn to express their own feelings as they spend a day with Nathan at preschool. Nathan experiences feeling capable, mixed up, different, mad, concerned, and many other feelings. Encourages children to recognize the feelings of others, as well as their own. PP, Inc.	N	Y	Y	N	N	Y	$16.95
Children's Problem Solving Series Helps preschool children begin to learn problem solving skills. Includes: *I Want It, I Want to Play, My Name Is Not Dummy, I'm Lost, I Can't Wait, Mommy, Don't Go.* PP, Inc.	Y	Y	Y	N	N	Y	$79.75
Alfred Goes to the Hospital A story about understanding a medical emergency. Children can be very frightened as well as being sick, when they go to the hospital. The story shows children that they can successfully face hospitalization and surgery. Ages 4 - 8. CEEC	N	Y	Y	N	N	Y	$5.95
Feelings How does a child feel? Happy, sad, shy, excited. It is sometimes hard for children to know their own feelings. Pictures, dialogue, poems, and stories all about emotions. Ages 4 - 8. CCEC	N	Y	Y	N	N	Y	$11.95
A Funeral for Whiskers A book that helps children understand death. When Sandy's cat Whiskers dies, she is very sad. Her parents help her to understand and accept the loss. Ages 4 - 8. CCEC	N	Y	Y	N	N	Y	$11.95
The Wedding A book to help children adjust to a parent's remarriage. Children can have a lot of difficulty adjusting to all of the changes that a remarriage can bring, after a divorce. Ages 4 - 8. CCEC	N	Y	Y	N	N	Y	$11.95
Emotional Literacy Professional Collection Includes picture books, activity books, and parent's guide for exploring grief, fear, anger, loneliness, guilt, jealousy, hurt. For ages 5 - 9. ENCH Ltd.	N	Y	Y	N	N	Y	$150.00
Big Books Animal Tales Extra big and beautifully illustrated, series of six books designed to enrich the emotional development of young children. Includes: *A Tale About Self-Acceptance, A Tale About Expressing Feelings, A Tale About Respect and Friendship, A Tale About Trying New Things, A Tale About Being Slow, A Tale About Overcoming Fear.* IES ltd.	Y	Y	Y	N	N	Y	$100.00
Don't Rant and Rave on Wednesday! Explains the causes of anger and offers methods that help children reduce the amount of anger they feel. Gives effective techniques to help children control their behaviors even when they are angry. Clever and fun. For ages 4 - 12. CWCP	N	Y	Y	N	N	Y	$18.50
The ADD Workbook Includes a section of basic facts about the disorder, as well as activities, stickers, behavioral contracts, rating scales, goal cards and treatment records. Clear and direct. CWCP	Y	Y	Y	N	N	Y	$17.95
Short-Term Therapy With Children How to choose psychological techniques which are likely to promote quicker change, how to design a realistic and effective therapy plan, the four stages of short-term therapy, a conceptualization of short-term therapy emphasizing the use of co-therapists addressing the problem in the natural environment, how to use techniques such as video-therapy and therapist-made books to generalize the effects of therapy for months and years after the treatment is over. CWCP	N	Y	Y	N	N	Y	$34.95
My Best Friend Is Me! Comic-book style story tells of Marty the Hippo who deals with social rejection by finding out about his own many good qualities. For ages 3 - 8. CWCP	N	Y	Y	N	N	Y	$9.95
How I Learned To Control My Temper A story about Michael, who flies into a rage at the slightest provocation. Michael learns a variety of ways to control his temper and finds out how much better he is treated by both adults and other children when he talks things out rather than acting them out. Also includes an activity book of 25 reproducible fun exercises that teach children to control their anger. For ages 5 - 10. CWCP	N	Y	Y	N	N	Y	$16.95

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Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1"	2"	3"	4"	5"	6"	
Tricks of the Trade: 101 Psychological to Help Children Grow and Change While many theories are incompatible, the techniques that they promote are not. Book includes techniques from dozens of different theories with an emphasis on techniques that "hook children in." CWCP	Y	Y	Y	N	N	Y	$24.9
The Great Feelings Chase A game designed to help children learn about and express their feelings and to recognize the importance of communicating their feelings. For ages 4 - 10. CWCP	N	Y	Y	N	N	Y	$36.95
All Feelings Are OK--It's What You Do With Them That Counts Play-and-Read workbook gives kids the change to recognize and talk about their feelings as they are asked how they feel about everyday occurrences. One face in every illustration is blank so that they can either stamp or draw in the face that best expresses their feelings. Comes with four stamps, ink pad, crayons, stickers. (We will laminate so workbook can be reused.) CWCP	Y	Y	Y	N	N	Y	$23.95
Sometimes I Drive My Mom Crazy, But I Know She's Crazy About Me A Self-Esteem story book for ADHD Children. CWCP	Y	Y	Y	N	N	Y	$14.95
Mommy and Me by Ourselves Again A story book about a child of divorce and her fears of further loss. For Pre-K - Grade 3. AGS	N	Y	Y	N	N	Y	$18.95
Growing Together Reproducible newsletter for parents of preschool children. Features articles pertaining to academics, games/activities, art, development, social skills, parenting, toys, book lists, activity calendar. Unit is per yearly subscription. D&H	Y	Y	Y	Y	Y	Y	$30.00
Growing Up Kindergarten Level Book of reproducible newsletters for parents of Kindergarten children. Contains articles that ease the growing process by explaining some of the mysteries of body changes, outlining good study habits and ways of dealing with increased school work, describing what is "normal" about behavioral and emotional differences, etc. D&H	Y	Y	Y	Y	Y	Y	$9.95
Growing Up Grades One - Three See description of Kindergarten Level. D&H	N	Y	Y	Y	Y	Y	$9.95
Growing Up Grades Four - Six See description of Kindergarten Level. D&H	N	Y	Y	Y	Y	Y	$9.95
SOS! Help For Professionals Includes *SOS! Help For Parents* book, 67 minute audiotape that demonstrates and teaches time-out skills, brief manual, 16 illustrated flip-over cards that teach "Basic Child Rearing Rules and Methods," and 11 cartoon illustrated flip cards that teach "Basic Time-Out Steps." PP	Y	Y	Y	N	N	Y	$49.95
Complete Teacher Resource Package Includes: 10 Building Blocks Books (*Everyday Bulletin Boards, Learning Centers, Circle Time Book, Tearful of Circle Times, Everyday Circle Times, More Everyday Circle Times, Parent Programs and Open Houses, Gifts-Cards-Wraps, Felt Board Fun, Exploring Art, Parachute Play, Imagination Stretchers, Paint Without Brushes, Classroom Parties, Table and Floor Games, 2's Experience Felt Board Fun 2's Experience Fingerplays*, and *Activities Unlimited*), One year of *Building Blocks Newspaper, ABC READ* Tote Bag, and *ABC READ* Apron. BB	Y	Y	Y	Y	Y	Y	$194.00
Videos (Indicated by "Y" if item is needed for client population or "N" if item is not needed.)							
Maple Needs Something Presents the story of a little girl who turns away from adventure, money, and possessions--discovering what she really needs is a friend. Helps children develop a meaningful value system. For preschool - grade 3. AGS	N	Y	Y	N	Y	Y	$29.95
Value Adventures for Little Ones Three stories to help children learn the values of self-respect, cooperation, and respect for individual differences within the community. Cartoon-style illustrations and captivating soundtracks bring these stories to life. For preschool - grade 3. AGS	N	Y	Y	N	Y	Y	$74.95

Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1"	2"	3"	4"	5"	6"	
Who Am I Helps children develop a positive self-image by exploring family and community relationships. Presented through photographs and the voices of children. For preschool - grade 3. AGS	N	Y	Y	N	Y	Y	$95.95
The Serious O'Sillies Series Conrow the Clown helps children learn to believe in themselves and achieve and overcome obstacles. Includes skills for learning, encouraging self and others, being determined and creative. For Pre-K - grade 5. AGS	N	Y	Y	N	Y	Y	$148.95
Stand Tall Humorous but thought-provoking questions about learning, reaching for dreams, and not giving up. Character-building messages with fun and insight. Five videos and five books. For Pre-K - grade 5. AGS	N	Y	Y	N	Y	Y	$189.95
SOS! Help For Parents Education Program Kit includes the 65 minute VHS video-cassette, Video Leader's Guide, parent handouts, and *SOS! Help For Parents* book.	N	Y	N	Y	Y	Y	$150.00
Child's Play Viewers will learn (a) how play helps build thinking and language skills, large and small motor skills, and social-emotional skills, (b) how play helps children prepare for academic learning, and supports the development of literacy, and (c) how children playing gradually build the foundation for reading and writing through growth in oral language, learning to love books, and gaining an understanding of print. Includes 30 minute videotape, 24 page Facilitator's Guide, and four page Viewer's Guide. EPI	N	Y	N	Y	Y	Y	$295.00
Time Together Viewers will learn (a) when to join a child's play and when to step back: learning the level of involvement that's appropriate, (b) how to follow the child' lead during play: ways to avoid taking over a child's play, and (c) how to help children focus on their play so they can stay involved--to explore, discover, and learn more. Includes 30 minute videotape, 24 page Facilitator's Guide, and four page Viewer's Guide. For parents and staff. EPI	N	Y	Y	Y	Y	Y	$295.00
Read to Me! Viewers will learn (a) how being read to fosters a love of books, (b) how reading aloud helps children develop language and literacy skills, (c) how children who have been read to are most likely to succeed in school, (d) basic guidelines for making read aloud time stimulating and fun. Includes 25 minute videotape, 28 page Facilitator's Guide, and four page Viewer's Guide. For parents. EPI.	N	Y	Y	Y	Y	Y	$295.00
Once Upon a Time Viewers will learn (a) how to use voice, pacing, gestures, and eye contact to make books come alive and to draw children into the story experience, (b) how to support story understanding by helping children follow the ideas, by clarifying new words, and by rereading favorite stories, and (c) techniques that get children actively involved so they're more than just listeners. For staff. EPI.	N	Y	Y	N	N	Y	$295.00
Hand in Hand Seven 30 minute video modules with vivid examples, real classroom footage, step-by-step strategies and ideas and a comprehensive trainer's manual with over 400 pages organized for easy use, quick reference, and planning. Considers special audiences, training styles, time constraints, and formats. Includes objectives, activities, discussion questions, handouts, and quizzes. Modules address (a) when a child doesn't play, (b) the child who wanders, (c) the child who dabbles, (d) the child who appears anxious, (e) the child who appears aloof, (f) the child who is ignored, and (g) the child who is rejected. For staff. EPI	N	Y	Y	N	N	Y	$1,855.00
Stranger Danger A thorough program that shows parents and care givers how to teach safety rules to children, how to help children recognize who is or isn't a stranger, where to instruct children to find safety zones if they are scared or in danger, and how to prepare children to become streetwise to potentially dangerous situations. The goal is to teach parents how not to scare children, but to prepare them. 30 minute videocassette. P&FL	N	N	N	Y	Y	Y	$79.95
Common Childhood Injuries A two-part program that teaches viewers how to care for minor emergencies and how to prevent serious ones from getting worse before medical help arrives. Part one covers coping with emergencies, allergic reactions, bites and stings, bone, joint, and muscle injuries, and burns. Part two covers cardiopulmonary arrest, choking, cuts, scrapes, abrasions, drowning, electrical injury, eye injury, head injury, and poisoning. Young children describe each type of injury bringing warmth and humor to the program. Also provided are practical suggestions for keeping your home safe. P&FL	N	N	N	Y	Y	Y	$89.95

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Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1"	2"	3"	4"	5"	6"	
Negative Behavior: Positive Discipline Shows parents and educators how to positively discipline children in a manner that makes the child more self-confident instead of less self-reliant. It puts the responsibility of ensuring positive behavior on the children as well as on the parent. Interviews with children psychologists, parents, teachers and children are interspersed with short vignettes that show how to implement the various steps and principles covered in the video. P&FL	N	Y	Y	Y	Y	Y	$79.95
Single Parenting Explores all the difficulties and joys of being a single parent. Both single mothers and fathers give their advice from their own experiences on what works and what to watch out for. The children of single parents reveal their true feelings by discussing pictures they have drawn. P&FL	N	N	N	Y	Y	Y	$39.95
Nutrition For Infants and Children Under Six Focuses on nutritional needs as defined by the Food Guide Pyramid for specific stages of development. P&FL	N	N	N	Y	Y	Y	$79.95
Is Your Child Gifted? Explains how to tell if your child is gifted and what to do once you find out--especially during the critical preschool period, between birth and six years of age, as the child's personality develops. P&FL	N	Y	Y	Y	Y	Y	$39.95
Joy of Family Investigates a positive method of becoming a better spouse and parent. The program explains the role of love and happiness in a family setting and discusses the strong need for optimism and faith. Topics include, the need for becoming more responsible to other family members, goal setting, developing a life purpose, and how to love and listen. P&FL	N	Y	Y	Y	Y	Y	$39.95
Solutions to Ten Common Parenting Problems Answers commonly asked questions about toilet training, when an illness requires a doctor, thumb-sucking, television, active vs. hyperactive, temper tantrums, bed-wetting, misbehavior at mealtime and bedtime, and sibling rivalry. P&FL	N	Y	Y	Y	Y	Y	$79.95
Ten Ways to be a Better Parent A young family takes viewers with them on a visit to the zoo where they learn ways to develop trust, the importance of spending time together, the benefits of communication and how to provide experiences fostering growth and learning. Viewers also see methods for building positive self-esteem and positive attitudes about health and nutrition, encouraging the expressions of emotions and feelings, and providing consistent guidelines for behavior and safety. Stresses the importance of keeping a sense of humor to help cope with the challenges and failures frequently facing parents. P&FL	N	Y	Y	Y	Y	Y	$79.95
It's Sleepy Time Shows parents how to handle problem sleepers. When a child watches this animated program, they are reassured by and learn healthy sleep habits from Max and his friends. The song and story guide viewers in handling the common sleep problems that occur from infancy through early school years. The entire family will have fun and will learn effective bedtime routines that contribute to a lifetime of good sleeping habits. 30 minutes. P&FL	N	Y	Y	Y	Y	Y	$29.95
Amazing Advantages For Kids This series teaches children proper manners for everyday situations. Presented entirely by children, in a fun and entertaining manner. *How Do You Do Your How do You Do's?* shows children how to make introductions and what to do when they meet someone for the first time, as well as general lady and gentleman manners. *What Do You Tell A Phone?* covers proper telephone etiquette, what to do when one answers the door, how to treat guests, and safety when dealing with strangers over the phone or at the door. *Slurps, Burps and Spills* teaches proper table manners. Lessons include how to use a napkin, how to set the table, polite manners, making conversation, and other helpful tips that will make a parent's and child's eating experience more enjoyable. Three videos. P&FL	N	Y	Y	N	Y	Y	$54.95
BEEZBO: Adventures in Learning Manners Through a series of enjoyable adventures, neighborhood kids give Beezbo, an ill-mannered but magical alien, a lesson in manners. P&FL	N	Y	Y	N	Y	Y	$19.95
It's Potty Time Developed for a two to six year old audience, the video is designed for repeated viewing to reinforce ideal behaviors and hygiene. Appropriate for children just starting to use the toilet as well as those having difficulty mastering the task. Catchy songs get the message across. 25 minutes. P&FL	N	Y	Y	Y	Y	Y	$29.95
Hey, What About Me? This program touches on (a) reassuring the child about his or her position in the family, (b) informing the children that a wide range of feelings is normal, (c) reminding the child that parents can provide support for the child experiencing the range of feelings, and (d) revealing what the future holds for the family and the sibling. For preschoolers. One 25 minute videocassette and 50 activity guides. P&FL	N	Y	Y	N	Y	Y	$34.90

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Item Requested	Item Requested Per Worker (Staff will share item.)						Total Unit Cost
	1*	2*	3*	4*	5*	6*	
My Amazing Garden Offers fun ideas and projects that will give children a hobby they can practice all of their lives. Easy to follow steps throughout the whole process of gardening. One 30 minute video and one seed packet. P&FL	N	N	N	Y	Y	Y	$19.95
Three No Sweat Designs Easy step-by-step method for making three fabulous children's jumpsuits from old sweatshirts. Each design zips in a unique way, making diapering easy. P&FL	N	N	N	Y	Y	Y	$19.95
Squiggles, Dots and Lines By using basic shapes such as circles, triangle, squares and rectangles, kids learn how to make cards and books and create a giant mural.One 25 minute video and 50 activity guides. P&FL	N	Y	Y	Y	Y	Y	$34.90
Ready, Set...Goals Assist viewers in their path to success by teaching them the purpose and importance of setting goals. This informative video features people of all ages discussing what goals are, how goals have affected their lives, how they choose goals and forces that have influenced the fulfillment of their goals. Viewers learn about the different types of goals they might work toward, people and things that might help or hinder the achievement of their goals, how to choose and prioritize goals, how to evaluate goals and when to change goals. Stresses the importance of setting realistic and measurable goals and defines resources which help us to achieve them. Viewers learn a valuable lesson about how to fulfill their dreams by evaluating their skills, values, and resources. 30 minutes. P&FL	N	N	N	Y	Y	Y	$79.95
Smart Cookies Don't Crumble Delivers life-changing insights for today's American woman. Will increase self-confidence and improve self-image. 45 minutes. P&FL	N	N	N	Y	Y	Y	$39.95
The Living On Your Own Series Four video set. Specific titles include (a) The Road to Wise Money Management: Planning, Credit, and Your Paycheck, (b) Making It On Your First Job, (c) Make the Right Move! The Apartment Rental Game, and (c) The Fast Food Caper: What's In It For You? Each 25-30 minute video includes viewer guide and/or reproducible checklists. P&FL	N	N	N	Y	Y	Y	$269.00
TOTAL EXPENSE FOR NON-CONSUMABLE CLIENT SUPPLIES:							$6,091.70

*1 = Developmental Screening Specialist

*2 = Therapeutic Play Specialist (County Funded)

*3 = Therapeutic Play Specialist (State Funded)

*4 = Short Term Case Manager

*5 = Crisis Manager/Parenting Group Facilitator/Central Directory Assistant

*6 = Long Term Case Manager

Appendix D

Agency Budget

1995 96 Annual Budget			S1/S2 SSBG A1	TCC FSA B1	CS R & R E1	SCH BD C1	WRKR TNG F1	SFTY NET G1	CS SCHOLAR H1	FAM EMP H2	COMM CBDL H2	OPR CTRS D1	OPR A G P D2	ALL PGMS PCC
		EARNED INCOMES												
	3500	CASH REIMB REQ	1,612,051	900,000	97,513	225,350	17,983	34,139	180,250	115,479	73,857	0		3,256,602
	3560	RE-DIST REV	(205,000)			(15,000)			(10,000)				230,000	0
	3605	EARNED MATCH	71,694		2,500									74,194
		MATCH OTH	29,400											29,400
		OTHER	3,600										231,760	235,360
		TOT INCOMES	1,511,745	900,000	100,013	210,350	17,983	34,139	170,250	115,479	73,857	0	461,760	3,595,556
		EXPENSES												
110	Salaries	4000 SALARIES	188711	88467	63177	109040	13686	17501	7193	80102	47339	0	274996	888212
110	Salaries	4201 WRK COMP	1744	799	584	1008	126	162	66	740	437	0	2541	8207
110	Salaries	4202 FICA TAX	14436	6815	4833	8342	1047	1339	550	6128	3621	0	21037	67948
110	Salaries	4203 FLA UNEMP TAX	3019	1383	1011	1745	219	280	115	1282	757	0	4400	14211
110	Salaries	4204 HEALTH INS	20091	8325	4772	20885	1188	3108	889	8215	4525	0	15859	88837
110	Salaries	4205 LIFE INS	566	259	190	327	41	53	22	240	142	0	825	2665
		PENSION	3774	1729	1264	2181	274	350	144	1602	947	0	5500	17764
	Salaries											0		
110	Salaries	Sub-Tot Personnel Costs	232342	106578	75830	143507	16581	22792	8979	98309	57769	0	325158	1087845
												0		
314	Consultant	4300 CONSULTANT	1200	1100	0	0	0	0	0	0	0	0	0	2300
318	Audit	4320 AUDIT	4500	2750	1250	750	0	0	500	500	250	0	1500	12000
410	OprCapOutla	4516 EQUIP - MAJOR	0	0	0	0	0	0	0	0	0	0	0	0
510	Rent/Lease	4352 OCCUPANCY-Rent	26960	17500	6000	24000	0	0	0	2500	0	0	84000	160960
512	Telephone	4375 TELEPHONE	3000	1800	1000	1000	0	0	0	300	0	0	960	8060
514	Electricity	4381 ELECT	2750	1700	750	750	0	0	0	300	0	0	6000	12250
516	ins Non-veh	4332 INS - Data Proc	250	175	150	0	0	0	0	0	0	0	0	575
516	ins Non-veh	4335 INS - COMP LIAB	700	400	100	5500	0	0	0	0	0	0	12000	18700
518	Facility Exp	4312 PEST CONTROL	75	50	0	504	0	0	0	0	0	0	450	1079
518	Facility Exp	4323 TAX & LIC	0	0	0	150	0	0	0	0	0	0	250	400
518	Facility Exp	4363 R & M BLDG	400	400	450	2000	0	0	0	0	0	0	9661	12911
518	Facility Exp	4368 MINOR RENNOV	300	150	500	1000	0	0	0	0	0	0	0	1950
518	Facility Exp	4369 MAJOR RENNOV	0	0	0	0	0	0	0	0	0	0	0	0
518	Facility Exp	4383 WATER & SEWER	500	350	150	500	0	0	0	120	0	0	3240	4860
518	Facility Exp	4504 JANITORIAL SUP	200	150	125	0	0	0	0	0	0	0	1000	1475
610	Vehicle Exp	4333 INS - VEH	0	0	0	0	0	2800	0	0	1700	0	0	4500
610	Vehicle Exp	4358 VEH Fuel & Oil	250	250	0	0	0	3700 ~~2500~~	0	0	1500	0	0	4200
610	Vehicle Exp	4364 R & M VEH	0	0	0	0	0	4095 ~~2000~~	0	0	1500	0	0	4100
709	Travel (A&B)	4341 TRAV-OUT	1100	650	1772	0	0	0	0	800	250	0	0	4572
709	Travel (A&B)	4343 TRAV-P D	1150	550	348	0	0	0	0	500	250	0	0	2798
710	Travel (C)	4340 TRAV-LOC	1500	1500	800	650	0	0	0	3000	500	0	250	8200
711	Registration I	4346 TUITIONS/SEMINARS	300	200	100	250	0	0	0	350	100	0	0	1300
712	Staff Rel Exp	4313 ADS FOR EMPL	75	50	0	0	0	0	0	50	0	0	0	175
712	Staff Rel Exp	4322 DUES & SUBS	175	75	50	75	0	0	0	150	150	0	0	675
712	Staff Rel Exp	4700 STAFF DEVEL	450	250	150	250	0	0	0	200	200	0	500	2000
810	Ofc Sup/Exp	4354 EQUIP LEASE	2500	1500	1040	0	0	0	0	0	0	0	0	5040
810	Ofc Sup/Exp	4361 R & M EQUIP	411	275	100	0	0	0	0	0	0	0	0	786
810	Ofc Sup/Exp	4362 R & M EQ AGREEME	1550	950	280	0	0	0	0	0	0	0	600	2360
810	Ofc Sup/Exp	4500 PRINT,PUB,ADS	1050	950	1000	450	275	0	0	1500	250	0	180	5655
810	Ofc Sup/Exp	4509 OFFICE SUP	3225	2472	1000	250	207	0	500	500	250	0	600	9004
810	Ofc Sup/Exp	4520 POST & SHIP	2000	1100	1250	100	250	0	0	250	120	0	0	5070
912	Program Sup	4507 PROGRAM SUP	2096	1500	500	1250	0	750 ~~600~~	0	1000	5001	0	4201	16148
912	Client Sup	4515 EQUIP - MINOR	800	500	288	804	0	0	0	500	2567	0	1000	6459
914	Food Dietary	4600 FOOD	0	0	0	0	0	0	0	0	0	0	250	250
918	Medical Exp	4503 MEDICAL SUP	500	350	0	0	0	0	0	500	0	0	0	1350
920	Client Sup	4315 ADS-General	125	75	50	0	0	0	0	150	0	0	120	520
920	Client Sup	4505 CLIENT SUP	700	600	0	0	0	~~2445~~	0	500	0	0	0	4947
1010	Depreciation	4319 EQ DEPRECIATION	0	0	0	0	0	0	0	0	0	0	0	0
1014	Mgmt Fees	4321 ADMIN FEES	40000	25000	5000	8610	650	0	1500	3500	1500	0	9840	95600
1016	Sub-Cont	4307 CASH REIMB	1178611	728100	0	20000	0	0	158771	0	0	0	0	2085482
	BUDGET	TOT EXP	1811745	900000	100013	210350	17983	34139	170250	115479	73857	0	461760	3,595,566

82

91

92

Appendix E

Calendar Plan for Implementation Activities

Calendar Plan for Implementation Activities

Week 1

1. Access and review data from a current foundation directory. By the end of week 1, compile a list of at least five foundations that donate money to nonprofit agencies for client supplies. Include the following information about each foundation: (a) name and address, (b) specific interest area, (c) average amount of funding, (d) required steps to follow when approaching each source, (e) proposal deadlines, (f) any other helpful information pertinent to each source, and (g) correlation between each source and specific needed items.

2. Contact the director of a local religious clearinghouse to arrange an interview prior to the end of week 5. During the interview, ask the director which local religious organizations would be willing to donate money for purchase of client supplies or donate client supplies and obtain the following information about each religious donor: (a) name and address, (b) specific interest area, (c) anticipated amount of funding, (d) required steps to follow when approaching each source, (e) proposal deadlines (if applicable), (f) any other helpful information pertinent to each

source, and (g) correlation between each source and specific needed items. By the end of week 5, compile this information in written list format.

3. Develop a brief written survey to obtain client and staff opinions about their participation in fundraising. Complete the development of the survey and make 50 copies of the document by the end of the first working day of week 1.

4. By the end of the second day of the first week, distribute a copy of the survey to each office co-worker and place the remaining copies in the office lobby. Ask the office receptionist to have clients complete the survey while they wait for their appointments. Continue polling clients and staff for a 4-week period. Make additional copies of the survey, as needed, for client use. At least 50% of the clients who appear at the agency, during the 4-week period, and 90% of the staff should respond to the poll.

Week 2

1. Access and review data from a current corporate giving directory. By the end of week 2, compile a list of at least five corporations that donate money to nonprofit agencies for client supplies. Include the following information about each

corporation: (a) name and address, (b) specific interest area, (c) average amount of funding, (d) required steps to follow when approaching each source, (e) proposal deadlines, (f) any other helpful information pertinent to each source, and (g) correlation between each source and specific needed items.

2. Ask the agency director to schedule a meeting with the Board Finance Committee. The meeting should occur during week 10 for the purpose of delivering the presentation, as outlined in week 10. Prior to the end of week 2, confirm that the meeting has been scheduled. If the director is unable to schedule the meeting during week 10, obtain each member's name and address in order to mail them the information. Obtain the names and addresses prior to the end of week three.

Week 3

1. Access and review data from a current listing of local wealthy individuals and/or local individuals known to contribute to nonprofit organizations. By the end of week 3, compile a list of at least five individuals who donate money to non-profit agencies for client supplies. Include the following information about each individual: (a) name and address, (b)

specific interest area, (c) average amount of funding, (d) required steps to follow when approaching each source, (e) proposal deadlines, (f) any other helpful information pertinent to each source, and (g) correlation between each source and specific needed items.

2. If necessary, obtain Board Finance Committee member names and addresses by the end of week 3, as stated in step 2 of week 2.

Week 4

Access and review data from a current local community clubs and organizations directory. By the end of week 4, compile a list of at least five local clubs or organizations that donate money to non-profit agencies for client supplies. Include the following information about each club or organization: (a) name and address, (b) specific interest area, (c) average amount of funding, (d) required steps to follow when approaching each source, (e) proposal deadlines, (f) any other helpful information pertinent to each source, and (g) correlation between each source and specific needed items.

Week 5

1. Complete all activities listed for week 1,

step 2.

2. Contact a known Health and Human Services Advisory Board (HHSB) member. Ask her for the names and addresses of all other local HHSB members. By the end of week 5, compile the names and addresses in written list format.

3. Compile, in written format, the survey results of each client and staff member who responded to the poll during weeks 1 through 4. Complete this task by the end of week 5.

4. Compare implementation plan progress with calendar schedule. If not on schedule, plan to use vacation time to comply with schedule.

Week 6

Begin reading and summarizing Development Today, A Fund Raising Guide for Nonprofit Organizations (Lant, 1990). Complete the reading and summarizing of this text by the end of week 7.

Week 7

Continue as per week 6.

Week 8

Begin compiling a document of 15 fundraising techniques. Write the document in a simple, step-by-step format. Complete this document by end of week 9.

Week 9

1. Continue as per week 8.

2. Access existing agency literature and the agency computerized data base to locate Social Service Department goals and program descriptions, and to determine the number of clients served/waiting to be served by Social Service Department staff. By the end of week 9, compile a written document of all Social Service Department goals and program descriptions, including the total number of clients served/waiting to be served per Social Service program component.

3. Document, in written format, Social Service program success by tallying the results of client and staff satisfaction surveys. Complete this task by the end of week 9.

4. Access Social Service Department monthly reports to locate client developmental screening results. Document, in written format, Social Service program success by tallying the results of client developmental screenings from the past 12 months and comparing these results to the developmental screening pilot project results. Complete this task by the end of week 9.

Week 10

1. Assemble a packet of information for each member of the Board Finance Committee. The packet will include the following information: (a) Social Service Department goals and program descriptions, (b) statistics of clients served and waiting to be served, (c) client and staff satisfaction survey results, (d) a comparison of developmental screening results, (e) a survey of client files, (f) a list of needed client supplies, (g) the current budget indicating the amount of money allowed for purchase of client supplies, (h) a list of funding sources, (i) client and staff fundraising survey results, and (j) a list of effective fundraising strategies. This task will be completed within several hours at the beginning of the first day of week 10.

2. Present the packet of information to the agency director by the end of the first day of week 10.

3. Present the packet of information, to the members of the Board Finance Committee during a committee meeting, prior to the end of week 10. If it is not possible to assemble the members during week 10, mail a copy of the packet and a brief letter of explanation to each member, prior to end of week 10.

Appendix F

Fundraising Poll

Fundraising Poll

Clients and staff were surveyed to obtain suggestions for acquiring client supplies and other needed items. Their suggestions are as follows:

1. Solicit money from the business community.
2. Write grants.
3. Appeal to corporations for money and supplies.
4. Network.
5. Contact various community clubs.
6. Involve clients who will benefit from the efforts.
7. Nothing ridiculous, such as child hop-a-thons.
8. Sponsor a fair or other activity that involves people coming to us.
9. No door-to-door sales.
10. Collect Campbell Soup labels, Betty Crocker points, and General Mills UPC labels.
11. Develop and sell an annual recipe book with recipes from clients. Some recipes could feature budget meals, child-oriented meals, etc.
12. Develop and sell annual calendars. The calendars could feature children's hand prints, photos, child care center activities, parent activities, etc. Businesses, community organizations, or individuals could sponsor specific days of the month to cover the expense of the calendar and to generate additional sales profits. (For example, [redacted] could pay $5.00 to have "Happy Birthday, [redacted], Executive Director of [redacted]" printed on the calendar block that represents her birthday.)
13. Post a list of specific client needs in child care centers to solicit on-going family donations.
14. Print and sell "Peelers." (A "peeler" is a ticket that has peel-off coupons for fast food restaurants. [redacted] Elementary School has successfully utilized this idea.)

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15. Buy needed items in bulk, like the SHARE Food Program.

16. Sponsor a flea market/garage sale.

17. Sponsor a car wash.

18. Sponsor a bake sale.

19. Sponsor a plant sale.

20. Sponsor an auction.

21. Sell raffle tickets. Local businesses could donate prizes.

22. Sponsor activities that involve the children, such as talent shows. Charge one dollar admission.

23. Sponsor a teen street dance.

24. Inform the community of our needs. Make it easy for them to donate items.

25. Ask supermarket chains to donate goods or match the items that are purchased in their stores.

26. Contact churches for monthly or annual donations as mission project.

27. Contact manufacturers of baby supplies, etc. and suggest they give donations of their products or coupons for their products.

28. Sell dinners.

29. Sponsor a walk-a-thon.

30. Ask more companies to become involved in United Way campaigns.

31. Sell items that the children make. This could be accomplished at a festival or silent auction.

32. Board should initiate an annual drive.

Appendix G

Steps to Assure Successful Fundraising

Steps to Assure Successful Fundraising

(A Summary of *Development Today* by Dr. Jeffrey Lant)

Fundraising involves just two things: motivating and organizing people.

1. **Develop a thorough fundraising plan.** It is imperative that the entire Board understand the agency needs and take responsibility for providing these needs. A well developed plan will also enable the Board to present a united front to the community. In this manner, it is not just the executive director requesting assistance, but the combined governing structure of the organization.

2. **Obtain maximum board commitment.** Fundraising is like a pyramid: at the apex stand the board members of an organization. If they fail to give to their agency, it seems doubtful that any one else would give either. Boards which ar now minimally committed to the success of their organizations must be trained to accept their proper responsibilities. This training can be accomplished by a committed director from a comparable organization or by an outside consultant. Don't wait. More often than not, fundraising fails because a board will not give its own support both as donors and as members of fundraising and planning committees.

3. **Obtain the total commitment of the executive director.** No fundraising effort can succeed unless the executive director is entirely committed to it.

4. **Set a realistic goal.** It is better to set a goal which is too low and exceed it, than to set one which is too high and cannot be met.

5. **Involve many people.** Successful fundraising needs many committed volunteers. Chairpersons are needed for many committees and members must be drawn both from the board and outside. It is a mistake to try to raise money with only a few people. This will lead to frustration and failure.

6. **Use corporate and foundation sources effectively.** The best use of corporate and foundation assistance is for capital and project needs. (**Capital objectives** are those that tangibly increase the value of the organization in one way or another. They include the development or acquisition of land, the construction and renovation of buildings, and the acquisition and rehabilitation of equipment. **Project objectives** are viewed by foundations and corporations as having a multiplier effect. These sources like to fund projects which can provide regional and national models and offer real incentives for positive change, not just remediation.)

7. **Gather links.** Successful fundraising means linking people to people: the people who are already committed to you with those who still need to be persuaded. Utilize a *facilitating session* to determine links. The process of gathering links to both institutional and individual funding sources is ongoing. Be prepared to keep working to gather needed leads.

8. **Cultivate potential givers.** Do not approach an individual cold, or on scant acquaintance, and simply ask for money. Potential givers of every size need stroking. They must understand the services provided by the agency in order to develop an intense commitment.

9. **Develop an adequate pre-public campaign.** Do not assume the money is "out there." Undertake a pre-public assessment of the chances for campaign success before making any public declaration.

10. **Solicit leadership gifts.** Most successful fundraising efforts need to locate a series of leadership gifts: the gifts of people who are in a position to make a greater financial commitment. No fundraising effort, either in an annual or capital campaign, should proceed without knowing in advance both the number and size of leadership gifts needed and who will contribute them. Remember: some of these gifts should come from the board.

11. **Develop a coordinated effort.** Fundraising takes the time and commitment of many people. The efforts of these people should be superintended by a Coordinating Committee which is capable of providing the kind and depth of support which fundraising demands. One person, alone, cannot coordinate a successful fundraising effort. Instead, assemble a committee of committed individuals who are willing to oversee the fundraising effort and to insure that the myriad tasks and questions involved are dealt with expeditiously.

12. **Remember to say, "Thank you."** Forgetting to thank the donor is a fatal mistake. Thank everyone. The more people who feel they have had any part in the gift, from suggesting the donor to actually making the donation, the better.

13. **Seek endowment funds.** The long-term solution to many financial problems non-profit organizations have today is the development of a "savings account"--an endowment fund which can produce unrestricted operating income. No organization should set a fundraising objective without considering what percentage will be invested as part of its endowment. Few organizations will dispute the need for developing such funds; too many, however, procrastinate about beginning such an account.

14. **Do not wait too long to retain technical assistance consultants.** Far too often, organizations will wait until their options are severely limited before they seek consulting assistance. This is suicidal. The Board must either decide that they are equipped to handle the agency fundraising needs, or they must seek outside assistance. If the determination has been made that assistance is necessary, the Board should go about acquiring it, posthaste.

15. **Be persistent.** Fundraising is one of the slowest-moving games in the world. It takes time to cultivate people, time to develop links, time to do the necessary planning and prospect research. All of this is unavoidable. In the long run, the Board will be successful to the extent that they are persistent.

Appendix H

Contents Page of Materials Presented to Board Fundraising Committee

and

Board Fundraising Committee Attendance Roster

Contents

Guidelines for Establishing
Family Resource Programs ..... Front Pocket

Department Goals and Objectives ..... Tab 1

Program Descriptions and Eligibility ..... Tab 2

Service Enrollment and Waiting List Statistics ..... Tab 3

Quality Control Results ..... Tab 4
- Developmental Screenings
- Therapeutic Play
- Care Management

Department Needs ..... Tab 5
- Survey of Client Needs
- Consumable and Non-Consumable Supplies Lists
- Budget
- List of Specific Areas to Address

Fundraising Poll Results ..... Tab 6

Foundation Cross-Reference
and Board Affiliate List ..... Tab 7

Corporate Giving Cross-Reference
and Board Affiliate List ..... Tab 8

Community Clubs/Organizations
and Board Affiliate List ..... Tab 9

Department Donations, 1995 ..... Tab 10

15 Successful Fundraising Tips ..... Back Pocket

Additional Information, Under Separate Cover

Grant-Getters Guide to Internet

Keeping the Lights On

Development Today

Mail Campaign Samples

Attendance Roster

Social Services Department
Review of Program Services and Needs
and
Request for Board Assistance

January 17, 1995

Name and Board [redacted] affiliation:

1. Linda Rogers - Board Member
2. Nettie Bailey - Board Member
3. Willard Houston Jr - Board Member
4. John E. Dwyer - Staff
5.
6.
7.
8.
9.
10.

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Appendix I

Acquisition List of Consumable Client Supplies

and

Acquisition List of Non-Consumable Client Supplies

CONSUMABLE CLIENT SUPPLIES ACQUISITION LIST

Item Requested	How Acquired				
	Item Donated	Similar Item Donated to Use in Place of Requested Item	Developed Own Materials in Place of Requested Item	Item Promised by Specific Donor	Specific Donor(s) Identified and Will Be Approached for Contribution of Item
Consumable Educational Literature					
Reading At Home With Your Child Provides helpful advice which encourages parents to participate in their child's exploration and enjoyment of books. 35 copies per unit. MLP Parent Page					X
Seven Secrets To School Success Seven practical steps that will help parents make their child's passage through school happy and successful. 35 copies per unit. MLP Parent Page					X
Coping With Parent Burnout "Stress Test" along with "Healthy Responses to Stressful Situations." Helps remind parents that if they are "burned out" now it is because they were once on fire! 35 copies per unit. MLP Parent Page					X
Childhood Stress Checklist "Stress Detectors" by reading about signs of stressful behavior in children, then learning to implement strategies for reducing the stress. 35 copies per unit. MLP Parent Page					X
Play Is Work Helps explain that play is much more than fun and leisure time, and that no textbook can teach the lessons learned through play. 35 copies per unit. MLP Parent Page					X
Accepting The Readiness Idea Covers the predictable reactions parents go through when their child needs the "Gift of Time." It helps parents realize that they are not alone. 35 copies per unit. MLP Parent Page					X
Coping With a Child's Stuttering Problem Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Coping With The Bedwetting Problem Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Helping A Child Build A Full Life With One Parent Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Helping A Child Cope With Separation And Divorce Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
How To Deal With Destructive Behavior Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X

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How To Deal With Lying And Stealing Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Nervous Mannerisms And What's Behind Them Provides parental guidance and explains how the child feels. 100 copies per unit. MNHA Pamphlet					X
Preparing Your Child For The Hospital Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Understanding And Coping With A Child's Fears Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Understanding And Dealing With A Child's Illness Provides parental guidance and explains how the child feels. 100 copies per unit. NMHA Pamphlet					X
Off to a Sound Start: Your Baby's First Year What happens during the first year of life, with helpful tips for parents and caregivers. 100 copies per unit. NAEYC Brochure					X
Keeping Healthy: Parents, Teachers, and Children Tips for program staff and parents on ways to keep children in early childhood programs healthy. 100 copies per unit. NAEYC Brochure					X
Merrily We Roll Along How to keep children busy while they are buckled up. 100 copies per unit. NAEYC Brochure					X
Teaching Young Children to Resist Bias: What Parents Can Do Tips for parents and teachers to help children appreciate diversity and deal with others' biases. 100 copies per unit. NAEYC Brochure					X
Play Is FUNdamental Play helps children learn in all sorts of ways. How parents or teachers can make play an enriching experience. 100 copies per unit. NAEYC Brochure					X
Helping Children Learn Self-Control Basic techniques to help children develop self-discipline. 100 copies per unit. NAEYC Brochure					X
Love & Learn: Discipline for Young Children Discipline need not be punitive! Positive approaches that work. 100 copies per unit. NAEYC Brochure					X
Media Violence and Children: A Guide for Parents Provides information about the effects associated with children's repeated viewing of television violence and offers guidelines for parents. 100 copies per unit. NAEYC Brochure					X

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Ready or Not: What Parents Should Know about School Readiness Describes readiness as a two-way street with responsibilities for parents and schools. Also gives tips for ways parents can help to prepare their children to succeed in school. 100 copies per unit. NAEYC Brochure					X
Sing A Song Of Spinach Ideas that make shopping with children productive and fun. What to do or say when other parents abuse their children in public. 100 copies per unit. NCPCA Brochure					X
Partner Abuse--What Women Should Know Encourages women in abusive situations to seek help; tells how to prepare for a quick getaway, details types of abusive situations and describes common patterns of abuse. SCRIPTO Booklet				X	
Adults Abused as Children Looks at how early abuse carries over into adulthood. Details problems that may be experienced in later life, and where to go for help and counseling. SCRIPTO Booklet				X	
Keeping Your Cool When Your Young Child Cries--Preventing Shaken Baby Syndrome Frank but nonjudgmental booklet alerts parents to the long-term damage that can be inflicted in just a few seconds. Gives strategies for avoiding lost tempers in stressful situations; includes brief discussion of the many reasons babies cry. SCRIPTO Booklet				X	
Preventing Child Abuse Details symptoms of child abuse and the role of stress in precipitating abuse. Emphasizes everyone's responsibility to report suspected abuse. SCRIPTO Booklet				X	
Sexual Abuse of Children Discusses causes and effects of sexual abuse, and what to do if it's discovered. Urges parents to teach children self-protection. SCRIPTO Booklet				X	
Emotional Abuse and Neglect of Children Alerts readers to types, causes and symptoms of emotional abuse and neglect. Encourages honest evaluation of one's parenting skills; suggests ways to end abuse and neglect. SCRIPTO Booklet				X	
What's a Family? Helps readers strengthen family relationships. Points out the rewards and challenges of different types of families. SCRIPTO Booklet				X	
About Parenting Assists parents in meeting children's physical, emotional and intellectual needs, teaching good behavior, and communicating openly. SCRIPTO Booklet				X	
Single Parenting Focuses on special concerns of single parents: child care, money management, improving the parent/child relationship, and more. Gives sources of support. SCRIPTO Booklet				X	
When Your Child Misbehaves Gives parents a better understanding of why kids "act up," and how to promote positive behavior in a loving, consistent manner. Covers rule-setting, fair punishment, and appropriate responses to specific misbehaviors. SCRIPTO Booklet				X	

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Disciplining Your Child Explains discipline as a process of encouraging self-control and responsibility. Emphasizes love and understanding; includes guidelines for fair discipline. SCRIPTO Booklet				X	
Good Ways to Raise Good Kids--Firm, But Fair Gives helpful guidelines for effective discipline. Stresses the value of positive reinforcement of good behavior; promotes good communication. SCRIPTO Booklet				X	
Parents and Stress Offers insight into the causes of stress and anger, and positive ways of managing them. Recommends seeking outside help when needed. SCRIPTO Booklet				X	
Baby's First Year--A Calendar Of Tips For Parents Friendly and upbeat, this pocket calendar offers insights into babies' physical and emotional development, caring for young one's health and safety, parenting skills and much more. An excellent reference, and a keepsake of a child's first year. SCRIPTO Calendar		X			
Caring For Your Newborn A guide every new parent will welcome! Helps relieve first-child anxieties and promotes positive parenting. Includes advice on newborn behavior patterns and meeting their basic needs in feeding, bathing, dressing, safety, bonding and illness. SCRIPTO Booklet				X	
When Your Child Is Ill Reassuring advice for parents on caring for a sick child. Explains symptoms and treatment of common illnesses; tells when to call the doctor. SCRIPTO Booklet				X	
Your Child's Hearing Stresses the importance of early detection of hearing loss. Explains how to identify common hearing disorders, urges regular checkups, and more. SCRIPTO Booklet				X	
Child Development From Birth to Three Years Old Offers parents valuable information and advice about their child's development. Shows how to encourage a child's mental, physical and emotional development in each stage, and includes many other indispensable tips. SCRIPTO Booklet				X	
Child Development From Three to Six Years Old See above. SCRIPTO Booklet				X	
Child Development From Six to Nine Years Old See above. SCRIPTO Booklet				X	
Child Development From Nine to 12 Years Old See above. SCRIPTO Booklet				X	
Good Nutrition Promotes an understanding of proper eating habits. Lists basic food groups, essential nutrients, average daily requirements, and more. SCRIPTO Booklet				X	
Balanced Diet on a Balanced Budget Explains nutrients and balanced diets; how to plan nutritious, economical meals; how to shop sensibly; and much more. SCRIPTO Booklet				X	

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About Self-Esteem Helps readers improve their self-image and develop a more positive attitude; contains a quiz to let them assess their level of self-esteem. SCRIPTO Booklet			X		
Need A Lift?--Boost Your Self-Esteem Adolescents and young adults learn to take pride in themselves and their heritage. Explains benefits of self-esteem and tells how to improve it. SCRIPTO Booklet			X		
Stress and Your Child Describes symptoms and sources of harmful stress in children. Tells parents what they can do to boost youngsters' confidence; gives tips on family-wide stress reduction. SCRIPTO Booklet				X	
Learning Disabilities Alerts parents and others to the signs of learning disabilities. Explains types of disorders and how children can be helped at school and at home. SCRIPTO Booklet				X	
Attention Deficit Disorder Helps children, parents and teachers face the challenges of ADD. Outlines causes, symptoms, and possible treatments for ADD. SCRIPTO Booklet				X	
Speech and Language Disorders Discusses major types of language disorders, warning signs, and preventive measures. Stresses the importance of early detection and treatment. SCRIPTO Booklet				X	
You, Your Child and Violence Helps parents protect their children from violence by teaching the skills for handling conflicts and encouraging them to model non-violent behavior. Also suggests ways to get involved in school and community violence prevention efforts. SCRIPTO Booklet				X	
40 Ways to Protect Your Home Reminds everyone that a little extra thought and care can reduce the chances of a home burglary. Lists forty "burglar-proofing" suggestions. SCRIPTO Booklet				X	
20 Ways to Avoid Being Swindled Alerts people to the fraudulent schemes that cheat consumers out of millions each year. Tells how to avoid being victimized. SCRIPTO Booklet				X	
How to Finance a Home Describes types of mortgages and how they work. Gives step-by-step guide to obtaining a home mortgage; provides tips for protecting the investment. SCRIPTO Booklet		X			
Checking Accounts Promotes checking accounts as an effective way to manage personal finances. Describes bank services, and how to write checks and keep accurate records. SCRIPTO Booklet		X			
Family Budgeting Solid advice on keeping spending under control. Includes directions on setting up a budget, plus a chart to record amounts spent and saved. SCRIPTO Booklet			X		
Beat the High Cost of Living Presents 138 practical tips for saving on food, clothing, household items and shelter. SCRIPTO Booklet				X	

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Pre-Retirement Planning Encourages readers to start planning now for future financial security, leisure time, a post-retirement job, housing, personal health, legal needs and more. SCRIPTO Booklet		X			
Why You Should Have a Will Offers convincing reasons for preparing a will, and simple steps for doing it. Explains who prepares a will, when and how to change it, and more. SCRIPTO Booklet				X	
The Law and You Clear explanation of laws governing marriage, divorce, parenthood, contracts, wills, etc. Defines civil and criminal law; details rights of the accused; tells when and how to get a lawyer. SCRIPTO Booklet				X	
Your Right to Vote Promotes voting as an opportunity to voice one's opinion and become actively involved in government. Gives advice on becoming an informed voter; suggests other ways to participate in government. SCRIPTO Booklet		X			
Be a Volunteer! This booklet has the volunteer spirit: lively and positive! Persuasively tells readers how volunteering benefits their organization, community and themselves. SCRIPTO Booklet				X	
How to Improve Your Listening Skills Readers learn how being a good listener pays off at home, at work, and at leisure. Includes tips for becoming a better listener. SCRIPTO Booklet				X	
How to Develop Your Decision-Making Skills Weighs the roles of analysis and intuition in making a wise decision. Outlines decision-making do's and don'ts; urges readers to act on their decisions. SCRIPTO Booklet				X	
Improving Your Interpersonal Skills Handy guide to self-expression, listening well, and being assertive. Includes tips on group interaction and handling conflict in a positive manner. SCRIPTO Booklet				X	
About Assertiveness Promotes honest and tactful communication. Shows the difference between assertiveness and aggression; tells how to channel aggression into a constructive means of expression. SCRIPTO Booklet				X	
Managing Your Time Teaches readers to set priorities, plan carefully, avoid procrastination, delegate responsibility, and more. SCRIPTO Booklet			X		
How To Understand Yourself Stresses that we are all unique, yet share basic needs and purposes. Explains how purposes change throughout life; offers advice on coping with conflicts that result from change. SCRIPTO Booklet				X	
Your Attitude and You Positive thinking leads to positive results! Encourages readers to set goals, believe in themselves, and enjoy what they do. SCRIPTO Booklet				X	
Your Winning Attitude at Work Shows how to build a positive attitude by improving self-esteem and solving problems effectively. Emphasizes the benefits of maintaining a positive attitude. SCRIPTO Booklet			X		

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Job Stress Focuses on controlling on-the-job pressures that can lead to burnout. Shows ways to relieve tension and maintain a healthy attitude toward work. SCRIPTO Booklet			X		
Career Planning Motivates readers to assess their career skills, match them to a specific type of work, and target the organizations they want to work for. Includes interview strategies. SCRIPTO Booklet			X		
Career Opportunities for Women Helps women get the job they want by explaining legislation affecting women's employment rights, career opportunities, and more. SCRIPTO Booklet				X	
Job Interview Skills Gives advice on preparing for a successful interview, researching the prospective employer, and feeling confident and relaxed. SCRIPTO Booklet			X		
Writing Your Résumé Tells what to include in a résumé, and how to focus on strengths and minimize weaknesses. Includes advice on setting the proper tone, and more. SCRIPTO Booklet			X		
Crack Cocaine--It's a Family Problem Shows how crack goes beyond hurting users to harm entire families. Outlines what family members can do if crack invades their household. SCRIPTO Booklet				X	
Consumable Kits					
Initial Personal Hygiene Kit One kit per family to include: shampoo, toothpaste, toothbrushes, dental floss, bath soap, moisturizer, sunscreen, combs, brushes, deodorant, tampons/sanitary napkins, toilet tissue, facial tissue.					X
Partial Personal Hygiene Kit One kit per family, as needed, to supplement the complete kit. Items may include: shampoo, toothpaste, bath soap, deodorant, tampons/sanitary napkins, toilet tissue, facial tissue.					X
Initial Household Cleaning Supply Kit One kit per family to include: bucket, broom, dust pan, mop, dust cloth, dishwashing detergent, laundry detergent, all-purpose disinfecting cleanser, window cleaner, sponges, paper towels.					X
Partial Household Cleaning Supply Kit One kit per family, as needed, to supplement the complete kit. Items may include: dishwashing detergent, laundry detergent, all-purpose disinfecting cleanser, window cleaner, sponges, paper towels.					X
"Read With Me" Kit To include two developmentally appropriate children's books.	X				
"Play With Me" Infant Kit To include one baby rattle, one crib mirror, one teether, and one *Baby's First Blocks*					X
"Play With Me" Toddler Kit To include one pull toy, one ball, one dress-me-up doll, one mechanical toy, and one *Corn Popper*.					X

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"Play With Me" Pre-School Kit To include stringing beads, one puzzle, one pounding toy, one musical instrument, large crayons, and an assortment of paper.					X
"Back-To-School" Kit To include backpack, paper, pencils, eraser, scissors, crayons, glue stick, and classroom facial tissue.	X				
Basic First Aid Kit To include bandages, peroxide, swabs, cotton balls, fever reducer, digital thermometer, thermometer shields, vomit-inducing product, lice product, insect repellant, illustrated CPR chart, poison control stickers, and a first aid book.					X
Initial Toilet Training Kit To include children's toileting picture book, adult's toileting instruction book, disposable training pants, and one package of cloth training pants.					X
Partial Toilet Training Kit To include two packages of disposable training pants.	X - PARTIAL AMOUNT				X
Diapering Kits To include two packages of disposable diapers, diaper wipes, diaper powder.	X - DIAPERS				X
Other Consumable Items					
Family Excursion Expenses To include: bus rental, admission fares, and food subsidy for staff and families. Destinations include Disney World, Sea World, Lowry Park Zoo, etc. Cost will vary. Average cost per trip is stated.	X - PARTIAL AMOUNT				X
Emergency Utility Vouchers To assist with termination situations. Cost will vary. Average cost is stated.					X

NON-CONSUMABLE CLIENT SUPPLIES ACQUISITION LIST

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Active Learning Series Package Includes: *Active Learning For Infants, Active Learning For Ones, Active Learning For Twos, Active Learning For Threes.* (Each book contains a complete planning guide, a list of skills the child can do, and hundreds of activities to develop these skills. The books include activities for listening and talking, physical development, creativity, and the child's world. Each book has between 300-400 activities.) BB					X
Snack Book Package Includes: *Teaching Snacks* (Turn snack time into learning. Each of the 40 snacks is accompanied by a list of cooking skills plus a related extension activity for math, science, language, story time, etc.), *Super Snacks* (A Seasonal collection of 160 sugarless recipes that are delicious, nutritious, and fun for children to make), *Healthy Snacks* (Teach nutrition while making snacks with the children. 100 low fat, low sugar, low salt snacks, each accompanied by a quick-to-use nutritional analysis and CACFP information.) BB					X
Telling Isn't Tattling Thirteen stories portray typical examples of children telling or tattling. Each one ends with the question, "Is ____ telling or tattling?" For ages 4 - 12. PP,Inc.					X
Pick Up Your Socks Helps you motivate kids to do chores and homework, build skills in decision making, problem solving, memory, and motivation, identify what are reasonable expectations for different ages, determine when you need obedience and when you want responsibility. Includes a job chart listing average ages kids do household chores. For ages 3 - 15. PP, Inc.	X				
Win the Whining War and Other Skirmishes Step-by-step guide to eliminate whining, tantrums, dawdling, name calling, etc. For ages 2 - 12. PP, Inc.					X
"The Answer is NO" Saying It And Sticking To It Tackles 26 situations that plague parents, helps you define your values and apply them, gives you tools to set firm, fair limits for those situations already out of control, builds good parenting habits to avoid future problems. For ages 2 - 12. PP, Inc.	X				
Living With The Active Alert Child A clear delineation of common characteristics, a guide to understanding what makes active alerts tick, day-to-day parenting strategies with real case histories and lively anecdotes, information on how active alerts learn and what school situations work best, descriptions of active alerts as adults and as parents themselves. For ages 2 - 12. PP, Inc.					X
Peekaboo and Other Games to Play with Your Baby Activities that develop skills, create a sense of fun, and strengthen the bond between parent and baby. For ages birth - 2 years. PP, Inc.		X			
Joyful Play With Toddlers: Recipes For Fun With Odds and Ends Ideas for toys, games, quiet pastimes, and noisy adventures--all at minimal or no cost. For ages 1 - 3 years. PP, Inc.		X			

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Growing Up Again Helps reader understand how he/she was parented. Charts, illustrations, helpful exercises present guidelines for implementing discipline and structure, setting limits, and showing love. PP, Inc.	X				
The Emotional Life of the Toddler Offers an indepth examination of the varied and intense emotional life of children from ages one to three. Discusses how to help a child achieve a balance between dependence and independence, how children's different temperaments express themselves and how parents can better match their own temperaments to their child's, new insights on how best to handle common toddler problems, such as sleep disturbances, sibling rivalry, and temper tantrums, normal anxieties of this age and how to recognize when anxiety is excessive, needing special attention. Particular attention is given to the shy child and the very active child. PP, Inc.					X
All My Feelings at Preschool: Nathan's Day Readers share four-year-old Nathan's feelings and learn to express their own feelings as they spend a day with Nathan at preschool. Nathan experiences feeling capable, mixed up, different, mad, concerned, and many other feelings. Encourages children to recognize the feelings of others, as well as their own. PP, Inc.					X
Children's Problem Solving Series Helps preschool children begin to learn problem solving skills. Includes: *I Want It, I Want to Play, My Name Is Not Dummy, I'm Lost, I Can't Wait, Mommy, Don't Go.* PP, Inc.					X
Alfred Goes to the Hospital A story about understanding a medical emergency. Children can be very frightened as well as being sick, when they go to the hospital. The story show children that they can successfully face hospitalization and surgery. Ages 4 - 8. CEEC					X
Feelings How does a child feel? Happy, sad, shy, excited. It is sometimes hard for children to know their own feelings. Pictures, dialogue, poems, and stories all about emotions. Ages 4 - 8. CCEC					X
A Funeral for Whiskers A book that helps children understand death. When Sandy's cat Whiskers dies, she is very sad. Her parents help her to understand and accept the loss. Ages 4 - 8. CCEC					X
The Wedding A book to help children adjust to a parent's remarriage. Children can have a lot of difficulty adjusting to all of the changes that a remarriage can bring, after a divorce. Ages 4 - 8. CCEC					X
Emotional Literacy Professional Collection Includes picture books, activity books, and parent's guide for exploring grief, fear, anger, loneliness, guilt, jealousy, hurt. For ages 5 - 9. ENCH Ltd.					X
Big Books Animal Tales Extra big and beautifully illustrated, series of six books designed to enrich the emotional development of young children. Includes: *A Tale About Self-Acceptance, A Tale About Expressing Feelings, A Tale About Respect and Friendship, A Tale About Trying New Things, A Tale About Being Slow, A Tale About Overcoming Fear.* IES ltd.					X

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Don't Rant and Rave on Wednesday! Explains the causes of anger and offers methods that help children reduce the amount of anger they feel. Gives effective techniques to help children control their behaviors even when they are angry. Clever and fun. For ages 4 - 12. CWCP					X
The ADD Workbook Includes a section of basic facts about the disorder, as well as activities, stickers, behavioral contracts, rating scales, goal cards and treatment records. Clear and direct. CWCP					X
Short-Term Therapy With Children How to choose psychological techniques which are likely to promote quicker change, how to design a realistic and effective therapy plan, the four stages of short-term therapy, a conceptualization of short-term therapy emphasizing the use of co-therapists addressing the problem in the natural environment, how to use techniques such as video-therapy and therapist-made books to generalize the effects of therapy for months and years after the treatment is over. CWCP					X
My Best Friend Is Me! Comic-book style story tells of Marty the Hippo who deals with social rejection by finding out about his own many good qualities. For ages 3 - 8. CWCP					X
How I Learned To Control My Temper A story about Michael, who flies into a rage at the slightest provocation. Michael learns a variety of ways to control his temper and finds out how much better he is treated by both adults and other children when he talks things out rather than acting them out. Also includes an activity book of 25 reproducible fun exercises that teach children to control their anger. For ages 5 - 10. CWCP					X
Tricks of the Trade: 101 Psychological to Help Children Grow and Change While many theories are incompatible, the techniques that they promote are not. Book includes techniques from dozens of different theories with an emphasis on techniques that "hook children in." CWCP					X
The Great Feelings Chase A game designed to help children learn about and express their feelings and to recognize the importance of communicating their feelings. For ages 4 - 10. CWCP					X
All Feelings Are OK--It's What You Do With Them That Counts Play-and-Read workbook gives kids the change to recognize and talk about their feelings as they are asked how they feel about everyday occurrences. One face in every illustration is blank so that they can either stamp or draw in the face that best expresses their feelings. Comes with four stamps, ink pad, crayons, stickers. (We will laminate so workbook can be reused.) CWCP					X
Sometimes I Drive My Mom Crazy, But I Know She's Crazy About Me A Self-Esteem story book for ADHD Children. CWCP					X

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Mommy and Me by Ourselves Again A story book about a child of divorce and her fears of further loss. For Pre-K - Grade 3. AGS					X
Growing Together Reproducible newsletter for parents of preschool children. Features articles pertaining to academics, games/activities, art, development, social skills, parenting, toys, book lists, activity calendar. Unit is per yearly subscription. D&H	X				
Growing Up Kindergarten Level Book of reproducible newsletters for parents of Kindergarten children. Contains articles that ease the growing process by explaining some of the mysteries of body changes, outlining good study habits and ways of dealing with increased school work, describing what is "normal" about behavioral and emotional differences, etc. D&H					X
Growing Up Grades One - Three See description of Kindergarten Level. D&H					X
Growing Up Grades Four - Six See description of Kindergarten Level. D&H					X
SOS! Help For Professionals Includes *SOS! Help For Parents* book, 67 minute audiotape that demonstrates and teaches time-out skills, brief manual, 16 illustrated flip-over cards that teach "Basic Child Rearing Rules and Methods," and 11 cartoon illustrated flip cards that teach "Basic Time-Out Steps." PP					X
Complete Teacher Resource Package Includes: 18 Building Blocks Books (*Everyday Bulletin Boards, Learning Centers, Circle Time Book, Yearful of Circle Times, Everyday Circle Times, More Everyday Circle Times, Parent Programs and Open Houses, Gift- Cards-Wraps, Felt Board Fun, Exploring Art, Parachute Play, Imagination Stretchers, Paint Without Brushes, Classroom Parties, Table and Floor Games, 2'S Experience Felt Board Fun 2's Experience Fingerplays*, and *Activities Unlimited*), One year of *Building Blocks Newspaper, ABC READ* Tote Bag, and *ABC READ* Apron. BB					X
Videos (Indicated by "Y" if item is needed for client population or "N" if item is not needed.)					
Maple Needs Something Presents the story of a little girl who turns away from adventure, money, and possessions--discovering what she really needs is a friend. Helps children develop a meaningful value system. For preschool - grade 3. AGS					X
Value Adventures for Little Ones Three stories to help children learn the values of self-respect, cooperation, and respect for individual differences within the community. Cartoon-style illustrations and captivating soundtracks bring these stories to life. For preschool - grade 3. AGS					X
Who Am I Helps children develop a positive self-image by exploring family and community relationships. Presented through photographs and the voices of children. For preschool - grade 3. AGS					X

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The Serious O'Sillies Series Connor the Clown helps children learn to believe in themselves and achieve and overcome obstacles. Includes skills for learning, encouraging self and others, being determined and creative. For Pre-K - grade 3. AGS					X
Stand Tall Humorous but thought-provoking questions about learning, reaching for dreams, and not giving up. Character-building messages with fun and insight. Five videos and five books. For Pre-K - grade 3. AGS					X
SOS! Help For Parents Education Program Kit includes the 65 minute VHS video-cassette, Video Leader's Guide, parent handouts, and *SOS! Help For Parents* book.					X
Child's Play Viewers will learn (a) how play helps build thinking and language skills, large and small motor skills, and social-emotional skills, (b) how play helps children prepare for academic learning, and supports the development of literacy, and (c) how children playing gradually build the foundation for reading and writing through growth in oral language, learning to love books, and gaining an understanding of print. Includes 30 minute videotape, 24 page Facilitator's Guide, and four page Viewer's Guide. EPI					X
Time Together Viewers will learn (a) when to join a child's play and when to step back: learning the level of involvement that's appropriate, (b) how to follow the child' lead during play: ways to avoid taking over a child's play, and (c) how to help children focus on their play so they can stay involved--to explore, discover, and learn more. Includes 30 minute videotape, 24 page Facilitator's Guide, and four page Viewer's Guide. For parents and staff. EPI					X
Read to Me! Viewers will learn (a) how being read to fosters a love of books, (b) how reading aloud helps children develop language and literacy skills, (c) how children who have been read to are most likely to succeed in school, (d) basic guidelines for making read aloud time stimulating and fun. Includes 25 minute videotape, 28 page Facilitator's Guide, and four page Viewer's Guide. For parents. EPI.					X
Once Upon a Time Viewers will learn (a) how to use voice, pacing, gestures, and eye contact to make books come alive and to draw children into the story experience, (b) how to support story understanding by helping children follow the ideas, by clarifying new words, and by rereading favorite stories, and (c) techniques that get children actively involved so they're more than just listeners. For staff. EPI.					X
Hand in Hand Seven 30 minute video modules with vivid examples, real classroom footage, step-by-step strategies and ideas and a comprehensive trainer's manual with over 400 pages organized for easy use, quick reference, and planning. Considers special audiences, training styles, time constraints, and formats. Includes objectives, activities, discussion questions, handouts, and quizzes. Modules address (a) when a child doesn't play, (b) the child who wanders, (c) the child who dabbles, (d) the child who appears anxious, (e) the child who appears aloof, (f) the child who is ignored, and (g) the child who is rejected. For staff. EPI					X

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Item Requested	How Acquired				
	Item Donated	Similar Item Donated to Use in Place of Requested Item	Developed Own Materials in Place of Requested Item	Item Promised by Specific Donor	Specific donor(s) Identified and Will Be Approached for Contribution of Item
Stranger Danger A thorough program that shows parents and care givers how to teach safety rules to children, how to help children recognize who is or isn't a stranger, where to instruct children to find safety zones if they are scared or in danger, and how to prepare children to become streetwise to potentially dangerous situations. The goal is to teach parents how not to scare children, but to prepare them. 30 minute videocassette. P&FL					X
Common Childhood Injuries A two-part program that teaches viewers how to care for minor emergencies and how to prevent serious ones from getting worse before medical help arrives. Part one covers coping with emergencies, allergic reactions, bites and stings, bone, joint, and muscle injuries, and burns. Part two covers cardiopulmonary arrest, choking, cuts, scrapes, abrasions, drowning, electrical injury, eye injury, head injury, and poisoning. Young children describe each type of injury bringing warmth and humor to the program. Also provided are practical suggestions for keeping your home safe. P&FL					X
Negative Behavior: Positive Discipline Shows parents and educators how to positively discipline children in a manner that makes the child more self-confident instead of less self-reliant. It puts the responsibility of ensuring positive behavior on the children as well as on the parent. Interviews with children psychologists, parents, teachers and children are interspersed with short vignettes that show how to implement the various steps and principles covered in the video. P&FL					X
Single Parenting Explores all the difficulties and joys of being a single parent. Both single mothers and fathers give their advice from their own experiences on what works and what to watch out for. The children of single parents reveal their true feelings by discussing pictures they have drawn. P&FL					X
Nutrition For Infants and Children Under Six Focuses on nutritional needs as defined by the Food Guide Pyramid for specific stages of development. P&FL					X
Is Your Child Gifted? Explains how to tell if your child is gifted and what to do once you find out--especially during the critical preschool period, between birth and six years of age, as the child's personality develops. P&FL					X
Joy of Family Investigates a positive method of becoming a better spouse and parent. The program explains the role of love and happiness in a family setting and discusses the strong need for optimism and faith. Topics include, the need for becoming more responsible to other family members, goal setting, developing a life purpose, and how to love and listen. P&FL					X
Solutions to Ten Common Parenting Problems Answers commonly asked questions about toilet training, when an illness requires a doctor, thumb-sucking, television, active vs. hyperactive, temper tantrums, bed-wetting, misbehavior at mealtime and bedtime, and sibling rivalry. P&FL					X

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Ten Ways to be a Better Parent A young family takes viewers with them on a visit to the zoo where they learn ways to develop trust, the importance of spending time together, the benefits of communication and how to provide experiences fostering growth and learning. Viewers also see methods for building positive self-esteem and positive attitudes about health and nutrition, encouraging the expressions of emotions and feelings, and providing consistent guidelines for behavior and safety. Stresses the importance of keeping a sense of humor to help cope with the challenges and failures frequently facing parents. P&FL					X
It's Sleepy Time Shows parents how to handle problem sleepers. When a child watches this animated program, they are reassured by and learn healthy sleep habits from Max and his friends. The song and story guide viewers in handling the common sleep problems that occur from infancy through early school years. The entire family will have fun and will learn effective bedtime routines that contribute to a lifetime of good sleeping habits. 30 minutes. P&FL					X
Amazing Advantages For Kids This series teaches children proper manners for everyday situations. Presented entirely by children, in a fun and entertaining manner. *How Do You Do Your How do You Do's?* shows children how to make introductions and what to do when they meet someone for the first time, as well as general lady and gentleman manners. *What Do You Tell A Phone?* covers proper telephone etiquette, what to do when one answers the door, how to treat guests, and safety when dealing with strangers over the phone or at the door. *Slurps, Burps and Spills* teaches proper table manners. Lessons include how to use a napkin, how to set the table, polite manners, making conversation, and other helpful tips that will make a parent's and child's eating experience more enjoyable. Three videos. P&FL					X
BEEZBO: Adventures in Learning Manners Through a series of enjoyable adventures, neighborhood kids give Beezbo, an ill-mannered but magical alien, a lesson in manners. P&FL					X
It's Potty Time Developed for a two to six year old audience, the video is designed for repeated viewing to reinforce ideal behaviors and hygiene. Appropriate for children just starting to use the toilet as well as those having difficulty mastering the task. Catchy songs get the message across. 25 minutes. P&FL					X
Hey,'What About Me? This program touches on (a) reassuring the child about his or her position in the family, (b) informing the children that a wide range of feelings is normal, (c) reminding the child that parents can provide support for the child experiencing the range of feelings, and (d) revealing what the future holds for the family and the sibling. For preschoolers. One 25 minute videocassette and 50 activity guides. P&FL					X
My Amazing Garden Offers fun ideas and projects that will give children a hobby they can practice all of their lives. Easy to follow steps throughout the whole process of gardening. One 30 minute video and one seed packet. P&FL					X
Three No Sweat Designs Easy step-by-step method for making three fabulous children's jumpsuits from old sweatshirts. Each design zips in a unique way, making diapering easy. P&FL					X

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Squiggles, Dots and Lines By using basic shapes such as circles, triangle, squares and rectangles, kids learn how to make cards and books and create a giant mural.One 25 minute video and 50 activity guides. P&FL					X
Ready, Set...Goals Assist viewers in their path to success by teaching them the purpose and importance of setting goals. This informative video features people of all ages discussing what goals are, how goals have affected their lives, how they choose goals and forces that have influenced the fulfillment of their goals. Viewers learn about the different types of goals they might work toward, people and things that might help or hinder the achievement of their goals, how to choose and prioritize goals, how to evaluate goals and when to change goals. Stresses the importance of setting realistic and measurable goals and defines resources which help us to achieve them. Viewers learn a valuable lesson about how to fulfill their dreams by evaluating their skills, values, and resources. 30 minutes. P&FL					X
Smart Cookies Don't Crumble Delivers life-changing insights for today's American woman. Will increase self-confidence and improve self-image. 45 minutes. P&FL					X
The Living On Your Own Series Four video set. Specific titles include (a) The Road to Wise Money Management: Planning, Credit, and Your Paycheck, (b) Making It On Your First Job, (c) Make the Right Move! The Apartment Rental Game, and (c) The Fast Food Caper: What's In It For You? Each 25-30 minute video includes viewer guide and/or reproducible checklists. P&FL					X

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